

INTRODUCTION

Parenting is a skill which develops slowly with the experience and maturity. Parents only realize the difficulties in parenting when they become a parent. It is important understand the parents are accountable for the overall growth and development of the child. Parents need to set rules and regulations for their family so that it helps the child in overall development. Those rules should be clearly defined to the child and the reasons behind the rules needs to be explained to create importance of it in the family. Marriage is the essential pillar for the individual if it is strong then parenting in future after having a child becomes simpler. Mutual understanding among couple helps to discipline the family and child so that it creates a clear picture about the expectations. As a parent it is required to have single decision between the couple when they become a parent. Children usually have lot of ideas and innovative skills as their right brain is more alert and they live in real world. So it is difficult for the child who struggles to put those ideas and thoughts on paper or unable to express it. If the child observes variation in the decision making of the parents then it becomes difficult for the child to perceive things and can become a challenge. The child who struggles with sights, alphabets, sounds, perception, attention and hyperactivity may always face a challenge. They may put their efforts to recognize the words or sounds but tend to do mistakes unknowingly. At times they may shortfall of words or sentences to express their views. The children may become aloof or lose interest in studies easily. People may perceive these children differently and label with different unknowing scientific terms such as dyslexia, mentally retarded, attention deficit, etc...

With lot of research studies now common people have got awareness that we should not label the child. Unless and until any psychologist or psychiatrist conducts test and comes to a conclusion that the child is having certain learning problem. They learning concern is specifically defined with the activities that needs to be conducted to develop appropriate skills in the child. Still we may find exceptional parents who may label the child unknowingly. Learning problems create a new challenge for parents because of their unique needs. At times parents may have unpleasant feelings when they understand that their child is facing certain challenge. Parents approach

needs to have positive approach towards the child so that it becomes easy to gain confidence and develop his self esteem. The instructions given to the child should be clear and concise. Parents need to be firm as well as loving to the child as it may create secure feelings to the child. Parents needs time to understand and accept the difficulty of the child. They need to praise the child and give positive rewards through appreciation for their achievement. It boosts confidence to perform better and better next time.

It is important to develop the abilities of the child along with the concerns. Initially it will be difficult to understand the concern and help the child accordingly. Parents usually struggle with the challenge of the child and their expectation from the child. When the first child faces certain difficulties it is much more difficult for parents as parenting is new for them. In addition to it working on the challenge of the child is a struggling phase. It is learning for the parents whose first child faces the challenge. It is difficult to locate the developmental phases and anticipate it. It is a difficult for the parent to differentiate between healthy child and child having some concerns. Parents should have knowledge about indicators of all the developmental phases that the child will undergo in required time. It may be concern for the parents to articulate the difficulty.

Parenting is a skill which gets developed over the period of time. Parents are confused at times when child passes from one developmental phase to another. But when they understand that their child has some concerns then they tend to have mixed feelings and emotions. Initially they may have grief as their child is having some concerns and at times may do self blaming for the situation. When the mourning phase is moved then they may start finding the ways and identify potentials along with limitations. After that they may start finding the supportive plans for the child.

Parents usually blame themselves or have guilt that child is undergoing certain challenge. Sometimes some misconceptions are also created about the child or about themselves. They may have feeling that if they would have been strict then such a difficulty may not have aroused in their child. Learning concerns may not be always a neurological disorder but if learning disability is a neurological disorder. In neurological disorder, the wiring circuit of information happens to be jumbled up with each other and then it connection of wires may have lose connection that obstructs the ability to gather information. Therefore children with learning disability may seem to have scholastic backwardness at school achievement level. Due the improper

functioning, the information is not organized properly and it may create difficulties in communication or expressive language. It is a role of professional to counsel the parents that they are not responsible for the difficulties in child rather it is a natural feature. Parents are confused and make a mixture about the limitation and abilities of the child. Children with learning problems are smart and have normal Intelligence Quotient (IQ) or above normal IQ. School or parents may be forcing them to learn the concepts in traditional writing method but they may need innovative methods to learn. At times they may be observed that the child is lethargic but it is important to understand they are not lazy their needs are different.

As we all are aware that each and every individual is unique and have different needs so as every child learns and develops differently. Parents of children learning problems need to spare extra time and space in their learning and behavioural concerns. Appreciation is an important asset to motivate the child and develop their skills. Parents need to take a proper guidance and understand the simplified teaching strategies. It is important to understand the learning style of the child to plan activities and teaching strategies accordingly. Learning usually takes place through 3R's that is reading, writing and arithmetic which is essential in scholastic learning. Children with learning concern usually face difficulty in these 3 R's. Along with these 3R's one more 'R' is important that is relationship. Parents need to develop positive relationship to have positive learning environment for the child. Teaching reading, writing and arithmetic skills in an innovative way is a real challenge for the parents. Children with learning problems may not give proper eye contact when the person is talking so they may tend to miss out certain expressions or gesture of another person. At times they find it difficult to understand the conversation made by another individual. It is important understand for parents that Learning Disability (LD) cannot be cured completely but can overcome. Children with learning problems have natural expression of feelings and may have difficulty to understand the shades of behaviour. It is role of the parents to train the child understand the social relationship and even importance of self.

1.1. A conceptual framework of children with learning difficulties in Pune city

1.1.1. Concept of Child Development

In human development, childhood is most important and prolonged phase. The childhood phase extends from birth to adolescence. The child is usually identified as minor. “Child Development conveys that the biological and psychological changes that takes place in human-beings between birth and the end of adolescence.” (Hurlock, 1995) The child should be able to freely move in the social environment to develop into a confident individual. In child development growth and development are essential part. Maturity is a term that comes with overall growth and development of organs, body posture and movements adapt the abilities of stress, social development and creative skills.

It is essential to understand the development patterns in motor, social, emotional, behavioural, intellectual, language, creative, etc... Milestones of child development and abilities of particular are dependent on the above developmental patterns. Child development is an integrated process. Growth and development are interdependent but have different meaning. Growth is just a physical growth and development is wholesome approach. Growth stops at maturity and development starts at maturity. Development happens throughout the life.

“Development is a series of orderly progression of changes towards the goal of maturity and orderly refers to the arrangement of the changes such as one change cannot occur without the concurrence of a certain preceding change. Progression refers to the directionality of changes. The term development covers a much larger spectrum of changes, which are both quantitative and qualitative, i.e. change in size, structure as well as in abilities, skills, interests and behaviour.”(Date and Akhani, 2005)

1.1.2. Concept of Learning Difficulties in children

Learning problems or difficulties is a vast field to understand and study. In the inclusive schools, we can usually see children with learning problems in each and every class. As we are aware that learning problems affects the scholastic backwardness, professionals and parents usually tries to come together to help the child in best possible way. Learning problems are most vague to understand and

study. Learning problems may affect the children different at different stages. Certain times, we may see the co-morbidity in the children that means combination of learning and behavioural problems. These children may have difficulty in social or emotional adjustment. The child may struggle with paper pencil activity. Child may find difficulty in areas such as reading, writing, arithmetic, spelling, language and comprehension. Usually it is identified that learning problems may have concern with neurological deficiency.

The child usually have lot of ideas in the mind but unable to express it or put it on the paper. The child may fight with alphabets, sights, sounds, arithmetical concepts. The child may read something and write it differently or may get divert his attention easily while doing an activity. The children are frequently labeled with different terms such as handicapped, slow learners, intellectually disabled, etc.... But it is important to understand that these children have their unique needs and can perform much better if it is satisfied.

We can see in the school, children with learning problems or difficult in every classroom. They may be able to cope with reading and writing skills with normal intelligence or at times above normal intelligence. These children are usually smart and out of the box thinkers. Their creative thinking skills are very high so at times it may difficult for them to adjust themselves in social situation. They tend to get emotional easily and may express the emotions in different way.

Children find language subject difficult and can cope up very well in non-linguistic area. Teacher may at times label the child unknowingly. In learning problems, the brain develops the information differently and at times it may get lost or stuck till it travels to brain. Another way of learning problems could be having variation between the ability and adjustment. Child with learning difficulties may lag in scholastic areas. Children with learning problems have much more abilities than other normal children but may need help in certain areas. They just learn differently than other children. Awareness is important to create among the teachers, parents and peers as their perception and understanding about the difficulties is less. It is important to have appropriate and required knowledge about the concerns so that they could help the child in right way and on right time.

Many of the elders have a thought that earlier children were not having any difficulties but it is not the situation. Learning difficulties were not identified earlier but they exist. Parents were not aware about such terminology and the children were

labeled directly. It is important to consider that children need a different approach to learn the academic things then they would excel better.

1.1.3. Types of Learning Difficulties

Learning difficulties or problems can be broadly classified as learning differences, learning concerns and learning disorders. Learning Disorders are further divided in Dyslexia, Dysgraphia and Dyscalculia. Certain times behavioural problems occurs along with learning problems such as Attention Deficit Disorder and Attention Deficit Hyperactive Disorder. Children with learning problems have average intelligence or above average intelligence. The skills of children may get hidden in the inclusive schools due to their learning concerns. The children usually struggle in academic areas inspite of talent. If the children are taught the academics differently then they learn much more better way. There are chances that these are labeled by the people around without understanding the concerns.

A) Learning Differences

When the child finds that the teaching methodology is different or if there is variation in the mother tongue and language spoken in the school then they find learning difficult. It may reduce the ability to learn and succeed in academics. If the parents are educated in English or our not educated at all those children find learning difficult or confusing. When the child is learning in English, it is important to think in English too. But usually the children think in traditional language and then introspect in English then the child finds it difficult to learn English. The phonetic and alphabetical sounds of alphabets are different even in words the alphabets make different sound for different words. Identifying the sight words and introspect the words is very essential in learning. The children mug up the spellings or sentence as it is rather than visualizing and understanding them. In sentence construction, the students may tend to the same mistake such as creating the sentence in their mother tongue and converting it into English which may have grammatical errors in it. The children would be confident in their own mother while expressing their thoughts.

B) Learning Concerns

Children may have some impact on emotional level when they teaching methodology varies. At times the family relationship also may have some concerns which have made impact of the learning of the child knowingly or unknowingly.

There may be vast variation among the abilities and learning of the child. The child may have obstacle in learning due to emotional, psychological, physical and physiological factors. Children may need to counselling session, concentration exercises or activities and remedial sessions to overcome the difficulty. The skills of children may be improved with the help of their peers sitting next to them.

C) Learning Disabilities or Disorders

Learning Disability or Learning Disorder (LD) is a broad term in children may not have the ability to receive and process the information to the brain. The children may find it difficult to learn faster as normal children inspite of normal or above normal intelligence. It has become significant to diagnose the children provide the needful help at school, psychological testing centers or remedial centers. Learning disability is a wide term in which children has concern with their abilities in listening, speaking, reading, writing, expressions or arithmetic skills. The learning disabilities can be natural and have dysfunction in central nervous system. It may arise anytime across the life span. The children have difficulty in social or behavioural areas along with learning disability. Learning disability has dysfunction in neurological system.

The education for all handicapped children act of 1975 (PL – 142) provides a definition based primarily on that proposed by the National Advisory Committee on Handicapped children in 1968 and subsequently incorporated into the individuals with disabilities education act of 1990 (IDEA) as follows:

“The term ‘specific learning disability’ means a disorder in one or more of the basic psychological processes involved in understanding and using language, spoken or written, which may manifest itself in an imperfect ability to listen, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have Learning Disabilities that are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or of environmental, cultural or economic disadvantage.”

– Individuals with Disabilities Education ACT (IDEA) (1990)

The learning disability is usually diagnosed through an intelligence test and academic performance assessment in which reading, writing, mathematics, spellings,

sentence construction and vocal language skills are tested. The social aspect is also considered during the assessment with discussion with parents to understand the concerns of LD precisely. Children with learning problems may short attention span, find it difficult to understand directions, social maturity is less and difficulties in communication, planning, organizational skills and lack of impulse control. Learning Disabilities can be divided into Dyslexia, Dyscalculia and Dysgraphia.

a. Dyslexia: Dyslexia is learning disorder in which children tend to have difficulty in learning language especially reading and writing even at times mathematics. The constant academic difficulties may have difficulty in the confidence level of the child. Dyslexia is a language based disorder in which the child may have trouble recognizing, understanding and comprehending the written words. Dyslexia is a word from Greek origin ‘Dys’ meaning poor or inadequate, and ‘lexis’ means words or language. At times dyslexia can be defined as Developmental Reading Disorder (DRD).

Dyslexia has concerns in reading, writing and spellings majorly which may get at times jumbled up or children may reading in reverse and write it accordingly. In Dyslexia, children may find it difficult to identify single alphabet, word, sentences or paragraphs. They often see the words crowded together and so reading becomes a challenge. The children see the words in jumbled form and tend to get confused easily. It is frequent that the children tend to make mistakes in spellings and while reading. At times they may become impatient while completing the task. Mirror image writing or mixing up similar words is very obvious in these children. The children tend to read differently and it may be reason that the same mistakes are carrying forward in spoken language too. The children at times may read it properly but find it difficult to recollect and introspect on paper. They may make mistake while copying the things from blackboard or other book to the notebook.

At times their handwriting seems to be shabby and with lot of spelling errors as there is lack of knowledge about the phonetic sound. The spacing among the words and sentences would be improper and writing on line or in restricted area would be also difficult. Children tend to get frustrated as with efforts also they are unable to meet the expectations of parents and teachers. Peers also may try to make fun of the children if not guided them properly. Dyslexia can be single disorder or it come up with co-morbidity such as ADD, ADHD, Dysgraphia, Dyscalculia. There is no single

cause for the disorder. Heredity and environment both affects the learning of the child. It is important to have combined efforts to overcome the difficulty that the child is undergoing.

Remediation could a source to help the child learn better. Remedial teacher tries to understand the difficulty of the child use multi-sensory approach to teach the students with learning disorders. The remedial teacher tries to understand the weakness of the child at perception, sensation or conceptualization areas. Teaching aids are used in the form of flash cards, worksheets, activities to reinforce their memory. Remedial teacher may focus on alphabets, words, spellings and mathematical skills of the child. Different methods and technology with different size of font is used for the children to get friendly with alphabets and numbers. With reading concern can use a strategy of using opaque sheet in reading to make reading easier. The remedial teacher would train the parents to use the strategies to develop their skills. Specific games can be used to strengthen their memory. Once they mastered on one skills then the teacher can focus on the other skills. It will slowly help the children to improvise their abilities and skills.

Children with learning disorders have weakness in certain areas which gets strengthen with the efforts and motivation. The creative or innovative skills of these children are strong pillars for these children. These children may excel in creative learning areas such as art, drama, music or sports.

b. Dysgraphia – Children with Dysgraphia has difficulty to write on line or between the spaces. They find it difficult to understand, comprehend and formulate the thoughts in words and space. Children find it difficult to express their feelings in writing and they are unable to write things in given graphs. At times it is very difficult to understand their written expression and their handwriting seems to be shabby. When tripod grip of pencil is not easily gained so they are also called a motor graphia. The causes may be due to some injury to the brain or hereditary. Children have problem is gross and finer motor skills in Dysgraphia. Dysgraphia could be seen with or without co-morbidity. Their handwriting seems to be illegible and letters appear in a strange form. Spacing between the alphabets or words is irregular, jumbled or mixed at times. The children with Dysgraphia have innovative thoughts but cannot express in words so at times these children remain isolated and lonely. The writing may not be seen on lines or in given space and even the words may remain unfinished or gets

omitted easily. The children usually may write in slanting form or cursive but letters could be one or another. The child may complain that he or she has a pain while writing or show denial for writing. Children also speak the words loudly while writing. The sentence construction in the mind of the child would have proper order but when they have to write either words or sentence may get missed out. In some of the severe or co-morbid cases the child may have language disorder along with Dysgraphia.

Remedial teacher could be of great help for Dysgraphia as they help the child understand and teach to write between the spaces and on the line. The teacher would design special worksheet or flash cards to the children with Dysgraphia. They can also design large font copy writing to motivate the children express their thoughts. They may motivate the children to say and write so that they will recollect words that they have written and improves the concentration. The remedial teacher would encourage the children who have good visual perception to visualize the words before putting it on the paper. During exams exemption may be provided by giving extra time, use of keyboard to write, use of spellchecker or writer can be provided for the children. The remedial teacher can suggest the parents physical and mental exercises to improve their concentration. Pencil gripper could be medium to improve on faulty grip of holding pencil.

Remedial teacher could help the child to overcome his or her difficulty over the period of time. Patience and support is required for the child from parents and teacher. In other areas children with Dysgraphia shows remarkable performance and has good visualization skills. Lot of success stories are there of people having Dysgraphia.

c. **Dyscalculia** – Children with dyscalculia has difficulty in basic arithmetic concepts. Children usually find it difficult to cope up with basic mathematical skills. The concerns of dyscalculia vary from person to person and for one person over the life span. Symptoms of dyscalculia are sometimes noted at early age. Difficulty is seen in mathematical counting, recognizing the numbers or putting them in proper order. Children need help to work on basic concepts so that it could help them in abstract learning. Children need help in seriation, counting, contrast topics, measurement top at basic level small to big, etc... children with dyscalculia has a problem in basic problem may be addition, subtraction, ascending or reverse numbers, word problems, multiplication, division. The sums with or without borrowing seems to be difficult for

these children. Children usually get confused in signs or sequential memory so may skip the steps which solving mathematical sums. Concrete learning is more comfortable for these children rather abstract learning. As the complexity of sums increases they tend to get easily confused. It also affects the confidence level of the child.

Children are tend to miss out or misplace things easily and may have poor sense of direction. These children find day to day task difficult such as remembering phone number, address, recalling the schedule or at times even while shopping dealing with money. They may not be able to tell opposites or antonyms at times. At times dyscalculic people may completely sound blank, may write reversals in numbers or tend to copy the sum incorrect and may get confused with right or left. Remedial teaching could be of great help as they may get one to one attention to work or basic mathematical skills. We cannot complete cure the disability but certainly deal with the situation. Professionals need to explain the parents that dyscalculia doesn't mean that the child will completely become a failure. Success stories are noted of people with dyscalculia and doing eminent careers in their life. It is very essential being any difficulty that patience is required to deal with these children and another important thing is that professional should have clear picture about the strengths and weakness of the child.

It may happen that learning concern will co-morbidity come up with behavioural concern or vice versa due behavioural concerns children tend to have learning problems. Behavioural problems may affect the learning process of the child due their limitations in being attention or chances of easily getting distracted. It could be named after a diagnosis as Attention Deficit Disorder (ADD) or Attention Deficit Hyperactive Disorder (ADHD).

d. Attention Deficit Disorders (ADD)

Unlike learning problems, behavioural concerns could a neurological problem. It can also be stated a neuro-behavioural disorder in which we can majorly notice lack of attention problem, hyperactivity, fidgeting, impulsive behaviour or combination of all the concerns together. Due to lack of attention or hyperactivity, children may tend to get scholastic backwardness in the academic performance. "According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV, 1994), there are three subtypes of this disorder that is Predominantly Inattentive (ADHD-PI) is

commonly known as ADD and Predominantly Hyperactive and Impulsive (ADHD-HI) is commonly known as ADHD and a third subtype that combines the inattentive and hyperactive and impulsive types (ADHD-C).” (Morris, 2013)

We usually notice children with behavioural issues in regular school environment. There is a possibility to have 3 to 5 % children having behavioural or learning concerns. Usually on and around the symptoms are seen by the age of 7 years. It is important to see the frequency, intensity and duration of the child’s behavioural or learning concerns.

Causes and Symptoms of ADD

Children with Attention Deficit Disorder have low attention span and easily get distracted with lot of sight and sounds. They tend to do silly mistakes. Children find it difficult to complete the task as their thoughts are very vague and ideas may have irrelevant information. Parents may easily blame the child careless without understanding his concern. Professionals need to guide the parents to consult the expert for diagnosis. Their work usually look messy and are careless about things. They also do careless mistakes while writing. At times seems to be forgetful due to lethargic behaviour. The children usually find it difficult to store multiple or complex information so at times exams tend to be difficult for the children.

The children need to be diagnosed before labeling the child. The counsellor should make a clear picture to the parents that not every child with distraction or lack of attention has ADD but the child may not be interested in those specific areas or may be day dreaming. Rigorous observation of the child needs to be done in the classroom step by step. When we can see that child is willing to do but doesn’t have interest in doing particular activity then only we can mention that child may have some issue with concentration. When we can see the difficulties in majorly three areas school, home and play with intensity, frequency and duration then only we may recommend the child for further diagnosis. Certain gifted children also show the symptoms of ADD or ADHD as they complete their activity easily and tend to get bored with regular classroom activity. These children may lose their interest easily when the class learning speed is low comparative to their learning speed. It is very much important for parents to take the advice of specialist and at times second opinion could be beneficial.

Children with Add or day dreamer are usually innovative thinkers and good at invention in the later life career. They are more over creative mind people. They always perform something out of the box. People may at times not understand their creativity easily. The children with ADD may have learning or behavioural concerns yet they are good achievers in later life because of their innovative thinking strategies. Children may excel in their career eminently than the usual children.

e. **Attention Deficit Hyperactivity Disorder-**

Attention deficit Hyperactivity Disorder (ADHD) is a chronic neurological disorder. Children ADHD are predominantly hyperactive and tend to get easily aggressive. Major symptoms are inattentive, impulsive, hyperactive and poor concentration. It is developmental disorder which affects the scholastic performance of the child. Usually it is observed than boys are more prone to get a disorder than girls. ADHD affects the child in areas such as home, school and with peers. Recent researches have shown that ADHD prevalence has increased in upcoming years. Children usually have difficulty to get adjusted with other children and in school set up also. Lot of complaints is noticed about the child from school and even difficulty to adjust with daily routines. The impulsive behaviour of the child affects his performance and social relationship inspite of average intelligence or above average intelligence. Children find it difficult to pay attention one single activity.

Children are unable complete their work due to distraction and with impulsive behaviour tend to make mistakes in the class work. Children usually have low attention span. Impulsivity is remarkably seen in these children. Children may have difficult at school any get distracted easily even feel restless. Their work may be incomplete in the class. Social Adjustment may be problematic for them. Parents, teachers or friends may understand that the child is not doing purposefully but are unable to understand them at certain moments. Major areas that get affected because of child's behaviour are family life, education, behaviour and social adjustment.

i) **Characteristics, Causes and Symptoms of ADHD**

The fourth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV), United States of America (USA) gives the following characteristics of children with ADHD. Children with ADHD have difficulty in focusing their attention and concentrating on tasks such as rash, driven, easily

distracted. They tend to race from one idea to another. The three primary characteristics of ADHD are inattention, impulsivity and hyperactivity. (Morris, 2013)

Children with ADHD show the symptoms such as difficulty in sitting on one place for longer time not only for studies but to do regular activities. The children would constantly move around, running, dashing around or always in playing mood. They frequently fidget with their hands or legs and always seem to leave their seats in the class. Children are not bothered of consequences due to constant impulsivity and at times may do the activities which may inappropriate for others. These children usually find it difficult to develop social relationship due to lack of interpersonal skills. They may find it difficult to make friends. Social relationships are important and we all need them from time to time but these children may have low self esteem due to difficulty in developing relationships. These children may seem to be impatient, difficulty to wait for their turns, too much talking and always talking in between when others are talking.

Children tend to easily angry with rapid mood swings and may get easily frustrated. They may usually forget things at school or misplaced their belongings. People may perceive them at time careless. It can be observed that different sleep concerns are noticed and may have disturbed sleep pattern. It may be named as insomnia associated with ADHD. Major measures could be counselling, remediation, medication, meditation, firm behaviour by parents. Parents play major role in helping the child cope up with the difficulty and training appropriate ways to the child without getting frequently angry on them. Children may be labeled easily but it is important consider that all hyperactive children are having ADHD. If children only overactive in certain areas or places then it may not be ADHD but if they difficulty to adjust in most of the areas then the difficulty could be named as ADHD only after the assessment and diagnosis. Only professionals in these areas can make keen observational tests and come to a conclusion as diagnosis.

ADHD causes could be varied. Heredity could be one of the cause and sometimes brain hemorrhage or trauma can affect the child. Mother who has habit to have any hard drinks then their children is at high risk. Premature child or complication during pregnancy also could be one of the reasons. Children who get epileptic seizures may have ADHD symptoms. Emotional disturbing event with the child personally or in the family could be reason of ADHD. Children with learning or behavioural difficulties can cope up even though it is not curable with appropriate

motivation and support. If we could manage the energy level of the children appropriately then ADHD children can be as normal children. Children with ADHD can perform well in sports as they have tremendous energy level in them. They can easily achieve success in sports. These children have unique characteristics in them to perform remarkably well. These children seem to be unusual but have unique characteristic in them. Children with ADHD are intelligent, enthusiastic and energetic.

ii) Remedial Measures

Remediation helps children learning and behavioural problems explicitly to cope up with their difficulties. Limitations are understood by the remedial teacher and then design Individualized Educational Plan (IEP) accordingly. Meditation is important tool and which helps children to concentrate on one single activity and be focused. Medication should be therapeutic and done by an expert as it is a stimulating factor. Lot of activities needs to be planned through IEP to bridge a gap between their limitations and concerns. These activities help them to bring behavioural modification through different exercises. Simple yoga exercises and meditation is important for these children. Children with ADHD also need medication at times to have a control over their behavioural impulses. Games such as chess, scrabble, dictionary or Pictionary help these children to get engaged in different activities and improve the concentration level. Reading stories or picture stories helps these children to groom and perform better. Simple exercises with creativity or physical activities also give positive effects to calm the children.

Counselling helps the children and parents to look towards the concern positively and helps them to gain confidence. It also develops interpersonal skills through different activities as role playing. Developing self importance in child is essential and required for the parents, teachers and child to groom him or her positively. When we give a confidence to child that he or she can perform better it helps him or her in a long way. There are two major areas were a child needs to develop himself more confidently are school and home. Parents need continuous counselling to build motivation as well as firm disciplinary methods. It is important to resolve the concern without shouting or blaming the child directly or indirectly which helps the child to build self confidence. Parents also with the interaction and communication work more enthusiastically with the temper tantrums of the children.

It is suggested to the parents too many new activities should not be introduced at once to the child as it may create confusion in the mind of the children. The indoor or outdoor activities help the children to enhance skills and boost their confidence. At school, teacher's role is important in developing skills of the child. Extra challenging task helps the children to use their energy in appropriate ways. If the teacher make them responsible for something or gives responsibility to them then they perform in extra smart ways such distribution or collection of books and arranging them in proper order. Some simple doing activities like breathing exercises can work very well with these children. Therapies have also shown that if we give positive inputs to the children when they go sleep that is working with their subconscious mind helps the children build their self esteem.

1.1.4. Causes of Learning Difficulties

Common people usually label the children with learning problems as learning disabilities without even before understanding the actual concern of the child. Without any assessment, the child should not be labeled or blamed for his or her poor performance. Even though it is known those children should not be blame the child as he or she is not responsible for his difficulty. But usually it is observed in regular classroom children are easily blamed and labeled. Children may find it difficult to get adjusted with rigid curriculum and examination system. Children may not get every time child friendly environment or child centered teaching which he needs in regular classroom. Children with poor academic performance may not be each time labeled as children with learning problems. There could be several other reasons for child not performing well in his academics. Children whose language is different than language of mother tongue may ace problem in understanding the language may have just a learning differences. Children with learning problems have a difficulty to learn age appropriate academic pattern. Long time difficulty in reading, writing, spellings, comprehension or mathematics may have some or the other learning concerns. They have potential but have difficulty to reach their capabilities inspite of having average intelligence.

i) Myths

Lot of researchers have a been taken place on understanding learning problems but still there are people who have lot of misconception about these difficulties. There are certain myths which are noted below about learning problems. They are:

1. Most of the boys get learning difficulties.
2. Learning Disabilities is usually correlated with a short Intelligence Quotient (IQ).
3. It is always labeled that children with learning difficulties are lazy.
4. It is a misconception that all students with learning disabilities have dyslexia so they can't read
5. Left handedness causes learning difficulties
6. Learning difficulties is correlated with Brain

ii) **Learning Difficulties can be aroused by Prenatal Exposures**

If there is any disease or infection that a mother has undergone during pregnancy, then children might have chances of getting learning problems. Even if the mother has got into any mental or physical trauma during pregnancy, then also there are probable chances that children may get certain learning issues. If mother meets with an accident, then also child affect birth may have certain repulsion. If a parent that is especially a mother has got exposed to drugs during this period then also children are prone to get certain difficulties or behavioural concerns. Nervous system of a child during prenatal period is very much sensitive so small little thing during pregnancy may have a long lasting effect on child. it could happen if mother delivers premature baby during pregnancy then it may create difficulty in a child's learning. As we all aware that development of Human brain happens from prenatal period to adolescence. The structure of the brain is formed during 9 months of pregnancy period. Adequate context of cerebral cortex is required for high level thinking and learning.

iii) **Certain developmental Factors that affect learning**

During the developmental phases from infancy to childhood, any injury to the brain of a child may cause learning problems. Reading involves the coordination of the activities from the cerebral cortex including vision, language processing, listening skills and speech. If the neural wiring of brain has some concerns then cognition of brain may not completely develop. Learning problems in children is usually dependent to the affected areas of the brain. There is a circuit connection in many areas of brain but if any one area has problem in its wiring it affects the different areas in the growth and performance system. Therefore child may have either single learning concerns or concerns in many areas.

iv) Chemical Imbalances can be a source

Neurotransmitters play major role in brain cell communication. If there are any changes noticed in the brain then it may have direct or indirect correction with chemical changes that happens in the brain. Neuro-chemical imbalance is directly or indirectly connected with learning problems such as attention deficit, impulsivity, hyperactivity, etc... Children are prone to have ADHD along with learning concern or vice a versa. Children usually seem too disorganized, distractible, disorganized, restless and careless. They may appear overly active, poor coordination and disorganized to the person who takes care of them. They lag in scholastic expectations from parents, teachers and school authorities and then easily labeled. Children may have a tendency to leave the place frequently because of that the child may have different impression at school.

v) Heredity may also have an effect

Heredity factors plays very important role in growth and development of the child. If parents or a family member have some learning concerns during their childhood then there is tendency that is seen in child to get the learning problems. But this could not be the only reason in the child to have some or other learning concerns. If there is neuro-chemical imbalances in the parent may affect the child in genetic origin. There is no evidence that heredity affect the processing ability, visual memory or speed to gain information. Boys have more likely chances to get learning problems than girls. In researches, it has been proved that learning disabilities can be inherited. It also believes that there is a linkage between the child's skills to the genes of the parents. It is important to understand that heredity is not only the cause of learning concerns in children. There could be reasons linked to along with heredity to have learning concerns. Learning disorders in the child is very important to be accepted by parents then only we can give appropriate help to them. Encouragement and motivation is required for the child to work on his or her limitations.

vi) Environmental factors can be responsible

Environmental factors help the children to learn things better. Better the environment they get better learning is noticed in the children. Learning can be dependent on the factors such as environment at home and school. Motivation and encouragement are the two pillars of learning in a positive way. Healthy environment at school and in the family then the child learn in better way. It is important to understand that environment indirectly affects the learning and potential of the child.

Family environment plays role in moulding the child and helps him learn in better way. Stimulating and encouraging home environment creates flexible learning and generate motivation in the child to learn better.

a. Home Environment

Family plays important role in moulding the child and understand the concerns of the child better way. If the parents motivate the child and develop spirit in him or her then they learn things much better way. Children learn to look at the situation in a positive way and learn in motivated way. Children need nourishing environment in early years for learning things in a better way. Children with learning problems may show some or the other concerns in learning but it don't mean that they may not have a capability to learn. But there capabilities need to channelize in most appropriate ways.

b. School Environment

School is an asset for children. They learn and grow in the school environment. If the environment in school is healthy then the child grows well but whereas in if the environment in the school is not healthy then the child may come across certain learning or behavioural issues which affects the academics directly or indirectly. Students need happy and appropriate learning opportunities in the school to develop a better personality. If the school has more number of children in one classroom or has limited facilities to learn then the children also find it difficult to groom themselves better. So it is important to have an optimum learning environment in the school set up.

vii) Major Concerns

- a. Labeling** – Children usually labeled in the school or at home but to get an appropriate help the child should not be labeled. The concern adult needs to take care of the child and rather motivate him or her.
- b. Failure and Non-Achievement** – If child is getting repeated failures or is not able to achieve then it affects his learning. Therefore it is important to understand the child needs to be motivated in the learning environment.
- c. Emotional Development** – The children need to be made emotional strong to face the failure. They should have balanced expression of emotions even in an achievement otherwise child may become overconfident and least bothered. Children need to be made emotionally strong to handle the situation.
- d. Social Stigma** – People around are actually not having appropriate knowledge

about the learning or behavioural problems so they may tend to comment on the child.

- e. **Parental Concerns** – It is difficult for the parents to accept the child’s learning concerns as there are no physical or mental defects noticed directly. .

1.1.5. Assessment of Learning Difficulties

It is important to understand that learning problems cannot be cured but it is a constant condition even after intellectual maturation. Early interventions help to work on the child’s limitations to the earliest. Learning problems is either hereditary or at times related to abnormalities in the brain. The brain has such as structure which is related to heredity and knowledge. Through neural circuit the response towards the experience is understood. The professionals can understand the learning gaps through the compensatory mechanism inspite of the truth that learning problems are not curable. Using their potential, the child should develop and learn things better. There is standardized screening process to refer the child from school. It is just based on observation of teachers and informal checklist can be designed by the counselor to understand the child better. The teachers or school authority usually refers the children with the concerns such as academic failure, underachievement or behavioral difficulties in the school.

The expert should have detail discussion with the teacher before referring the child for any specific assessment. It is important to brief the teacher about any specific techniques that she follow while dealing with a child and even understand the concerns that she has observed during her classroom teaching. The ideal assessment of LD can be done by the educational or clinical psychologist. Certain tests that can be used by the specialist are:

- (i) Criterion-referenced tests – In this test the criteria of evaluation are decided on the basis of teachers, parents or school observations.
- (ii) Norm-referenced tests – This test scores are depending on the criteria of child’s performance that is whether the child is performing at a representative stage such as below or above that expected of a given background, socio-economic status, age or grade.

“The recommended Psycho-educational tests are discussed below under various heads:

1. Intellectual Assessment: Wechsler Adult Intelligence Scale Third Edition (WAIS-

III), Woodcock Johnson Tests of Cognitive Ability.

2. Achievement Recommended tests include: Woodcock Johnson Psycho-Educational Battery - Revised, Nelson Denny Reading Test, SATA.

3. Cognitive Processing Abilities: Woodcock Johnson Psycho-Educational Battery-Revised, Wechsler Memory Scales-Revised, Benton Visual Retention Test, Berry Visuo-Motor Integration Test, Raven Colored Progressive Matrices, Rex Auditory-Verbal Learning Test, Bender Visual Motor Gestalt Test, Halstead-Reitan Neuropsychological Test Battery, Memory-For-Designs Test, NIMHANS Index.” (Morris, 2013)

The test is usually created by considering the norms of the children. Specific Learning Disability (SLD) tests is done keeping into consideration receptive and expressive language during assessment. It may have co-existence of other learning of behavioural concerns along with the present learning concerns.

a. Other Assessment Procedures:

- i. **Curriculum Based Assessment (CBA)** – It is an assessment of academic skills with a designed curriculum based assessments involved in it.
- ii. **Dynamic Assessment** – These assessments includes the nature of knowledge and the purpose of collecting information. It may bring in cognitive change which enhances the knowledge. It includes the communication between the student and the professional.

b. Other important aspects that needs to be considered:

1. Parental Consent and Interview

Parents are an important person for the child in his overall growth and development. In case of learning problems, certain assessments are required to be done of the child to understand his learning concern. Before undergoing any assessment, the professional needs to take the consent of a child. The assessment usually includes all those areas which are concerned with academics such as educational assessment, developmental assessment and medical history along with the linguistic usage and communication patterns of the child need to be understood from the parents. Parent involvement is important in the complete process right from intervention till the action plan.

2. Interaction with the child

It is important to have interaction with the child as make him understand the importance and need of the assessment and action plan. The willingness of the child is an integral part of the remedial session. Only when child is interested then only he or she can perform well.

3. Class observations

Class observations are very important as it helps the professional counselor to understand the exact hurdles of the child as well as to know him or her better. In class observation, the expert can indirectly observe the way the child sit in a class or reacts towards the situation

4. Gathering Information from the Teachers / School

The psychologist must also observe the child in the school setting to know about his or her performance and behavior in class even gain insights from the teacher. Review of previous grades will show the pattern of academic progress and may throw light into the difficulties of the child. A student's current classroom performance can be compared to test scores.

5. Looking at Student Workbooks

In the present educational set up, it is very often observed that the notebooks don't reflects adequate learning concerns faced by the child due to rote learning especially when the child can easily copy from the blackboard. The examination papers may give a clearer picture of the specific nature of difficulty. Only through collecting information through a variety of approaches such as observations, interviews, tests and curriculum-based assessment with the various sources like parents, teachers and peers can be obtained to understand the child's strengths and weakness. It may create that this information can be used to determine the exact personality of the child with special desires whether the child needs particular services and accordingly plan a suitable agenda A number of approaches being used recently include curriculum-based assessment, task analysis, energetic assessment and learning way.

6. Professionally trained personnel

It is important to have a professionally trained people in the schools to include the children with learning concerns. There is a need to have a trained counselor or psychologist in a school to spread awareness about LD in the school teachers. Proper system needs to be followed by the trained professional and right help should be

gained by the child. The policy makers, parents and community people should have a gist of awareness about the learning concerns in the children. The psychologist who conducts the professional educational or intelligence test needs to have authentic Rehabilitation and Council of India (RCI) certificate. MA psychology may not every time include LD training in their course which needs to be imbibed in children. Government schemes are mandatory for LD assessment and usually Government system may be overloaded with work. At times lack of awareness is also seen in Government systems about the LD. Special education teacher may not every time be skilled to teach children with learning concerns. Children with learning concerns can get adequate help in the resource rooms through remedial sessions.

7. Learning Styles

Each child learns in a different way. The learning style of each child is unique. Some may learn through visual perception, a number of them would be kinesthetic learner and few would be good at auditory perception. The child learns differently in different environment with different backgrounds. Each child has unique characteristics in them and performs different towards different situation.

1.1.6. Assessments in India

“The National Institute of Mental Health and Neurosciences (NIMHANS) Bangalore has designed the index to assess children with LD. There are two levels of this index. They are: Level I for children 5-7 years and Level II for 8-12 years. The index comprises of the following tests : Attention test (Number cancellation), Visuo-Motor skills (the Bender Gestalt test and the Developmental test of Visuo- Motor integration), Auditory and Visual Processing (discrimination and memory), Reading, writing, spelling and comprehension, Speech and Language including Auditory Behaviour (Receptive Language) and Verbal expression, Arithmetic (Addition, subtraction, multiplication, division and fraction). In the procedure for assessment of Specific Learning Disability involves the following: Neurological assessment, Vision and Hearing tests, Analysis of school progress report, I.Q. test, Educational assessment, Psychiatric assessment and Case conference. Most private institutions in India follow some of these procedures. In our country where numbers often determine procedures, it would be beneficial to provide basic facilities for assessments within the educational setting.

The reasons are overwhelming in which children experiencing delays or

learning difficulties may be screened at the first level, provided with timely help and only those requiring further assessment would need to undergo further testing. Ideal assessment procedures being very elaborate cannot be completed in a single session. Attending clinics and hospitals would be difficult for the parents from a lower socio-economic background. Information can be easily gathered from within the school. Observation of the child in the educational setting would be preferable to those made in a clinic. The assessment team could include a psychologist, special teacher or educator or class teacher which with input from the parent and child would facilitate a comprehensive assessment of the child. Assessment procedures would include instructional planning, placement and development of an Individualized Education Program (IEP) appropriate to the child with special learning needs with a follow up evaluation of student progress.” (Morris, 2013)

1.1.7. Co-Morbidity of LD and ADHD

When children with learning concerns either have two or more concerns then it is mentioned as co-morbidity. Children with low attention span or hyperactivity may have to face learning concerns. ADHD is considered as behavioural disorder but children with ADHD lack in studies inspite of their abilities to perform better due to impulsivity or low attention span. So it is often said that there is co-morbidity of two disorders. Even though they have normal intelligence still children lack in academic performance. So more of the time we could see ADHD or ADD hand in hand with LD. DSM – 5 tests are preferred to identify the intensity, frequency of the concerns reflected in children. The children should undergo proper process of screening, monitoring, evaluation and treatment. This process should be implemented across the schools and home settings. Hence co-morbidity is an increasing scenario in today’s education system.

1.1.8. Prevention and Intervention

It is always said that prevention is better than cure. The exact reasons of the learning concerns are yet not known. It could be a possibility to have learning concerns that if there are some kinds of brain injuries or genetic factors during prenatal or postnatal period. It is not cured through medicines but treatment can be given through the appropriate interventions of reading, spelling, and expressions. Information processing is the multi-path process so alternate modes needs to build up strongly through language and cognition strategies.

Preventive Measures in Schools

Language development is one of preventive measures and through it could help the child for long term. It is could be one of the measure which needs to be used in schools.

a. Phonics

Phonics is very important to learn when you learn the English Language. Awareness of phonics helps in reading, writing and listening skills. Phonological understanding is very important in learning language. Readers are expected to understand the component parts of language. Blends, Homophones and syllable are integral part of phonics.

b. Multi Sensory Teaching

Senses are very important in learning. A child learns through multi sensory teaching that is using more than one sense. Sensory learning helps the children learn in better ways and for longer duration children can keep it in their mind. More than paper pencil learning, children learn better through using different learning style such as visual, kinesthetic and auditory learning. Children with learning problems may have concern with any one of the learning style which gets reflected in learning. Learning through touch, feel, see, hear and smell can help the child get an experience of real life learning. Teacher should use multi-sensory approach in her teaching methodology.

Interventions

Intervention of learning problems helps the child learn in an appropriate ways. Required help can be given to the child understanding his or her concern. Individualized plan can be made for the child and required help can be given. If the child having reading concern then the reading program could be designed for him or her which would help in improvising their reading skills through different activities such as picture talk, storytelling, etc.... It could be an effective medium for the children to learn efficiently. It would develop the vocabulary of the children and gain interest in learning. Reading programs helps in language development. There are three pillars of language; they are reading, writing, and comprehending. Once these stages are acquired efficiency in learning increase and learning becomes interesting. Failure in learning language gives rise to low academic performance all the subjects needs language which is an integral part of learning. Early intervention helps in early action

plan. Children with learning programs have their excellence in different areas learning such as athletics, music, art, science, writing or mathematics.

i. Preschool Intervention

At preschool level, there is no standardized test the children with learning problems. The concerns can be noticed during this stage but the frequency, intensity and duration needs to be measured. Ideally, diagnosis is not made before age of 7 years and as it is believed before that brain is not matured. There are many signs and interventions to help the children with learning problems which can be initiated at preschool level. Preschool years majorly focus on overall development of the children.

ii. Interventions at Primary School

Basic reading, writing and arithmetic skills need to be developed at primary level and it base should strengthen strongly. If base is developed strongly then children can cope up very well in later stages. Children should be motivated to think a lot as to develop the cognitive functioning. Cognitive development is high at this level and children can grasp more and more knowledge at this level. Children with learning problems can be helped through remedial measures as if we can help the children at younger age it will remain long lasting. Emotional development can also happen if we could develop language. It can help in the expressions of their emotions in terms of positive and negative emotions. Emotional development is very important in an aspect of education.

iii. Interventions at Middle School

In the middle age, the children take more interest in learning Science and Social Sciences. Children with learning problems have difficulty in memorizing and retrieving the information that he or she has learned. They find it difficult to link the information and put it in their words. Learning Language is a challenge as if proper vocabulary is not built then the child cannot express his thoughts in words. Interventions at this stage is bit difficult as children have lot of academic pressures with their increasing syllabus but if the children strive hard things will work out. We can encourage the children to think it creatively.

iv. Interventions at Secondary School (Std. VIII to X)

Children at this age must be motivated to complete his schooling confidently and develop their self esteem. There are different types of concessions provided to children with learning problems at this stage such as they may be get a writer, extra

time or a person read the question, etc... as per need there certain documentation required to avail concessions for specific learning concerns. It is important to get hospital certification is required. There are chances of children getting referred without understanding proper concerns. Children coming for different economic background may have concerns but it remains unnoticed as parents are not aware about the problems and even testing is not affordable for them. Children who need writer or a shadow teacher may have a concern that who is the appropriate person that can help the child. Children with learning concerns along with the parents have to face the stigma. Keen observation of the child is very important before any assessment or diagnosis so that appropriate help can be provided to the child in appropriate time period. Children with learning problems can be given to have choices among the subjects.

v. **Accommodations and Modifications: Adjustments with the classroom environment**

a. **Accommodations**

Accommodation means adjusting with the present environment. It is important for the children to get adjusted with the present learning environment in the inclusive schools to some extent. It could be a source to gather information and knowledge to communicate. The modification in the subject is not to have changes in the expectation about the subject or test. If the children with learning concerns listen properly then they can have good discussion in the class about the language based debates. The children with writing concerns can accommodate themselves with assistive technology or at times even with the adequate help in using proper pencil and paper to complete their report. Children if made sit in front then it may help them to accommodate wit classroom environment easily. If homework pattern is changed and given in the form of assignment, oral examinations, alterations in examinations such as multiple choice questions, reading of question paper and allowing for spelling errors.

b. **Modifications**

Modification in teaching and assessment methodology always helps them to perform better in each and every time. If the deliver information or content is modified then children can be evaluated on better perspective. Modification is the curriculum and assessments help the children to enhance in better performance.

Presently accommodations and modifications are called as concessions which help the children achieve success in the board exams. Lot of intervention can be taken into the regular practice but it becomes difficult in regular teaching learning method. But finally accommodations and modifications is medium to motivate to help the children in appropriate ways.

1.1.9. Historical Perspective

It is important to understand that the level of understanding about LD in our society is comparatively low. They are either labeled or perceived wrongly. “Morgan was a general practitioner in Sussex, England who came across the first case of dyslexia. Dyslexia is a Latin word derived from ‘dys’ that means difficult and the Greek word ‘lexia’ which means difficulty with words. On 7th November, 1896, Morgan wrote in the British Medical Journal about a 14-year old who was intelligent, bright, quick with information based games and has the similar intellectual ability as his peers but fell behind in his inability to learn how to read. In the ancient scenario around 1896 most of the people connect the intelligence with the ability to read, but the experience of millions of people having dyslexia breaks down the association between reading and intelligence.” (Snowling MJ, 1996)

Dyslexia can also be caused due visual deficiency in processing the information only if there is any concern with visual system. It is widely accepted that dyslexia is having discrepancy at visual level and can be measured with a range of language concerns. The touch evidence supports the dyslexic reader that they have phonological problem that is speech processing deficit. The learning disabilities children usually have distraction, hyperactivity, visual perceptual and perceptual motor difficulties. They find it difficult to read, write and learn in the classroom with normal and above normal intellectual abilities. Dyslexic children are right brain thinker who has difficulty in reading and they are creative and multidimensional thinker.

The school education system needs to be modified and should be flexible so that children with learning problems get adjusted with the mainstream class. Children should not be pinpointed for their difficulties in front of the class as it lowers their confidence and children may find it difficult to perform better. Howard Gardener has identified Multiple Intelligence theory. It has different techniques to teach children on the basis of various processing area such as auditory or visual sequencing, auditory or

visual discrimination. It includes test batteries for LD which gives specific remedial measures to deal with a deficiency in processing pathway. Now it is a language based disorder. There are different types of Specific Learning Disabilities (SLD) which include dyslexia that is reading difficulty, Dysgraphia that is writing difficulty and dyscalculia that is mathematical difficulty. Dyslexia is just a part of Learning Disabilities which includes concern in specific processing areas.

Federal Definition of LD

The following Federal definition by the U.S. Government in Public Law 94 - 142 of Learning Disabilities has been adopted in India.

“Specific Learning Disabilities means a difficulty in one or more of the basic psychological processes involved in considerable or in using language spoken or written which may manifest itself in an inadequate ability to listen, speak, read, spell and do mathematical calculations. The term includes such circumstances as perceptual concerns, brain injury, minimal brain dysfunction, dyslexia and developmental concerns. The term does not include children who have learning concerns which are first and foremost the result of visual, hearing or motor handicaps or mental retardation, emotional disturbance or ecological, traditional or financial concerns. The LD movement in India is of more recent origin and comparable today with that of the western LD movement of nearly half a century ago.” (Karanth, 2002)

LD is difficulties of English language and children find it difficult to read and write. There is lack of awareness and sensitivity regarding LD in children. Children face the difficulty to reading and there are overcrowded classrooms. There is growing awareness about the identification of children with LD. Still the reasons of existence of LD have remained unrevealed. Studies of LD have shown the different explanation that is identification and assessment, to socio-cultural factors unique to India. “The Federal definition implies key factors: adequate intelligence, appropriate instruction and socio-cultural factors. The implications of these terms for identification of children with LD in a pluralistic society such as ours are immense and cannot be easily handled.” (Karanth, 2002)

There is about notion of LD about the process that parent needs to follow. Even there is lack of teacher awareness among the teachers. There is no clear-cut idea about assessment procedures and tools that are required for assessment of processing deficits. It is important to have IQ testing and testing for ability in reading and writing.

Diagnostic and Statistical Manual– IV Definition

The definition of Learning Disability as per the Diagnostic and Statistical Manual – IV (DSM-IV) (American Psychiatric Association, 1994): “Learning Disorders are diagnosed when the individual’s achievement on individually administered, standardized tests in reading, mathematics or written expression is substantially below that expected for age, schooling and level of intelligence. The learning difficulties significantly interfere with academic achievement or activities of daily living.” (Karanth, 2002)

Learning disorders are usually divided in three types that disorders of reading, disorders of mathematics and disorders of written expression. Learning disorders in children can avail National Open Schooling under the name of American Psychiatric Association. The experts keep 2 yrs discrepancy as benchmark between the performance and ability to mark them as LD. They need to consider other factors such as emotional disturbance or environmental, cultural or economic changes. Different definition is mentioned to describe the term specific learning disabilities. An individual may exhibit one or more symptoms. There are certain codes provided are ICD-10 and DSM-IV in respective. There are different mentioned such as difficulty in speech and language (dysphasia/ aphasia), difficulty in speech (articulation disorder), difficulty in expressing ideas (expressive disorder), difficulty in understanding (receptive disorder), difficulty in reading and understanding phonics (dyslexia). Dyslexia involves difficulty in putting things in sequential order that difficulty in blends of letters and perceives them in the correct sequence. Children have difficulty in writing related to visual-motor or fine motor skills (dysgraphia). Children have difficulty in mathematical skills (dyscalculia).

Diagnostic and Statistical Manual– V

DSM– V was started in May 2013 in the Annual conference of the American Psychiatric Association in San Francisco. It was recognized in different setting and identifies difference in mental illness that may occur across the gender race and ethnic group. Neurodevelopment Disorder that obstruct the ability to learn or use of specific academic skills i.e. reading, writing, or arithmetic which are the foundation for other academic learning. It conveys that early symptoms of difficulties are noticed at preschool level but can only be diagnosed during formal education. DSM V mentions that Specific learning disabilities can be done through clinical diagnosis only. It

clearly defines each and every learning difficulty in detail and its impacts on academic learning. DSM V is internally used manual to understand the Learning difficulties which mention it as a disorder but the psychologist usually terms it as learning disabilities. An estimated 5 to 15 percent of school-age children and about 4 percent of children experiences specific learning disorders.

The ICD-10 1999 Definition of LD

The International Statistical Classification of Diseases and Health Related Difficulties (ICD DSR) is a detailed description is known as diseases and injuries published by the World Health Organization (WHO). It is used world-wide for morbidity and mortality figures, compensation systems and mechanical decision support in medicine. Learning disorders (LD) refers to an important deficit in learning due to a person's inability to interpret what is seen and heard and to connect information from different sections of the brain. Learning disorders can be classified into three main areas: disorder of written expression (DWE); reading disorder (RD), and mathematical disorder (MD). The details of learning concerns match up with the educational legal designation of learning disabilities. Learning disabilities are legally defined in a law called the Individuals with Disabilities Education Act (IDEA). The rules and related laws of IDEA specify that children with LD are permitted to free education and special services. A fourth category of LD has also been recognized for an LD that does not completely fit into any category. The difficulty with LD is that the DSM and ICD definitions of LD are medical and used as a marker for eligibility for special education facilities however LD primarily requires educational interventions and the federal definition adopted in India is based more on processing concerns, however without a national policy for LD and standardized assessment procedures and this adoption is almost redundant. Children with LD have difficulty expressing in words.

Incidence of the Difficulties

With the discussion of analytical criteria for learning problems, approximately they had a prevalence to mark the variation. It is a fact that the learning problems categorized as the Individuals with Disabilities Education Act (IDEA). The range of concerns with the severity of the problem made the diagnosis of Specific Learning Disability extremely difficult especially when they find it difficult to adjust with the environment, culture and economic disadvantages. There is a poor exposure towards

education about the child's knowledge and vocabulary which makes the diagnosis tedious. At times, the process of diagnosis is lengthy and difficult for the parents to get it done. Considering the range of learning disabilities, there is a deficiency in basic reading skills which is prevalent.

1.1.10. The Situation in India

India being a progressive learning country, there are many researches happening on and around. Learning Disabilities being a vast field, it is difficult to understand it in depth. Common people have lot of misconception of the disability. Learning Disability is closely connected to language discrepancy especially English language which is considered as foreign language. Many people do not have proper and sufficient knowledge about learning problems. Therefore lot of misconception is there in common peoples mind about it. Since it is a vague topic taking it to the mask of people is also a difficult task and convincing them about the depth of LD is quite a bit difficult and prolonged task. At times, teachers may get understand the difference between language concern and any other learning difficulty. The researches, interventions and awareness about a spreading a word is done different organizations or NGOs. The communication is slowly getting connected between the educational authorities and different organization. The difficulties are perceived differently especially in the fields of health and the education by the private or government organizations. Learning Disabilities being a developmental concern it is connected with a health and an educational issue but there is a regret the meeting point between the two is few and far between. The children from vulnerable language who are expected to study in English Medium School may have difficulty to cope up with two languages simultaneously. The language at home is completely different than the language at school. It creates complication for children to learn one particular language and understand the conversation in better ways. It can also give an impact on age of enrolment in school, exposure at preschool level and support from the family members respectively. There is a difference in the education system at urban as well as rural areas. The children start learning in the urban cities from the age of 2.5 years of age group. In the rural areas, they directly enter to school at the age of 6 to 6.5 yrs which makes varied difference in learning. Informal education system is not build strongly in rural areas using different techniques. In respect to identification of concerns and its assessment, the situation is much more difficult as the concerns

remains unidentified mostly. Our educational system needs to be focused on knowing things and application based learning. It is important to build the better self esteem in the children so they can grow into a better personality. There is a lack of alternate system for learning and availability of very few vocational courses has created hurdles in learning among the children. These are certain issues faced by learning problems children in India. “An epidemiological study of the child and adolescent psychiatric disorders in urban and rural areas of Bangalore was done by the Dept of Psychiatry, Epidemiology and Biostatistics, National Institute of Mental Health and Neuro Sciences, Bangalore to determine prevalence rates of child and adolescence psychiatric disorders for the Indian Council of Medical Research. The total frequency rate in children age group of 4-16 years old in urban middle class, slum and rural areas was 12%. However the children with SpLD were eventually excluded from this study as most of them lacked adequate schooling as per the ICD-10-DCR criteria for SpLD. In addition, many of the assessments were incomplete due to lack of cooperation for the lengthy testing for Specific Learning Disabilities.” (Karanath 2003)

1.1.11. Government and Policies

a. The Indian Context

There should be overall perspectives that needs to be consider in the developmental disorder especially health and education. Both the issues are considered at government level. For the legal documentation medical and psychometric testing carries weight age. Problems need to be identified at early age so that appropriate help can be provided. There are many different test that are used but there is currently no universally accepted test, test battery or standard for identifying children with LD.

b. The Disability Focus

In India, it is overall found that the focus about learning concerns are given only at early development stages and there are lot of stigmatization behind this thought. The difficulties are still not identified in many cases.

c. Legislative Actions

“The previous decade of the 20th Century saw the endorsement of three legislations for the rehabilitation and welfare of people with disabilities. All the three legislations, namely The Persons with Disabilities Act, 1995, The Rehabilitation

Council of India Act, 1992 and The National Trust Act, 1999 are comprehensive in spirit and together deal with all aspects considering from rehabilitation point of view, from anticipation, training, employment, long-term settlement, human resource development and research, and documentation.” (SSA, 2003) However, SpLD is not considered in any of these acts.

d. Present Scenario

Learning disabilities is widely considered as a neurological disorder. There are at present comparatively less researches conducted on SpLD. “A study was conducted a number of years ago by Dr. Chawla of the Department of Psychiatry in All India Institute of Medical Sciences (AIMS) estimated that 6% students of school going age had learning concerns in per class. On the other hand, a study conducted by the Institute of Neurology in Kerala puts the estimate at 10%. Another study conducted by Samveda in Bangalore estimated the incidence at 15% of the child population.” (SSA, 2003) There was broad discrepancy about the thought process of LD and even in more concrete areas like blindness, deafness, etc... There are no special services as such about the learning problems in the children. There are no appropriate intervention strategies available for educational potential. Certain researches predict that remedial intervention alone cannot help the child with their learning concerns. It is required to have appropriate education strategies.

1.2. Developmental and Socialization theories

1.2.1. Role of Parenting

Parenting plays an integral and important role in overall growth and development of the child. In short, the personality of the child is build up in better way by healthy parenting. When the individual’s turns into a phase of parent then their relationship grows stronger and healthier. The individual whole heartedly get involved in overall progress of the child. Major aspect of parenting is spending equipped time with the child that means spending qualitative time and skill based learning is essentially required. It is important for parents to understand that eventually the child is going to build his or her own personality. Parent’s role is just to build the child’s self esteem and prepare them for future challenges so that they can lead better life as future individual. Nowadays parenting is turning its face towards new changing style. Child development expresses that parenting needs to be stressed on spending qualitative time and expressing their feelings through a touch to the child

every day. Nurturing childhood is an important support to imbibe overall development in the child since infancy to adulthood. Parenting focuses on upbringing the child in healthy way.

Biological father and mother plays major role in parenting a child and elder sibling, grandparents, any legal guardian, uncles, aunties and other concern relatives or family friends plays later role in respect to the child. When keep child at a centre point as all the above relationships are important same way role of society and government is also very important. Those children who do not have parents with some or the other reasons and lives in orphanage, in such situation, the responsibility of a care taker may in foster care or by the adopted parents is very important. Good parenting cannot be decided with any productive label so instead of good parenting Gardner renamed it as “Smart Parenting” that means the parents using their optimum skills to relationship with the child. There should be always a deep bonding with your child to make him a better personality of tomorrow. Parents should be aware about child development and as well as imbibe lot of positive thoughts in children.

Positivity towards your child helps you to change him into a better individual of tomorrow. Parenting skills may differ from individual to individual and even culture to culture. But at last all culture conveys the same message that children are very delicate asset of yours treat them with respect, love and care. It is important to understand them better so that they can understand the world better. There should be strong bond and attachment between the child and parents is also mentioned in many researches and it important especially in adverse situation or experiences. As during adverse situation or experiences, the child already becomes sensitive so the strong bonding and attachment make him comfortable to share secrets openly with the parents. It is very important to listen to the child carefully and always talk to the child as when required instead of blaming him or her. The true love can always help you have deep attachment with the child.

1.2.2. Definition of Socialization

According to MacIver, “Socialization is the process by which social beings establish wider and profounder relationships with one another, in which they become more bound up with, and moa perceptive of the personality of themselves and of others and build up the complex structure of nearer and wider association.” Kimball Young writes, “Socialization will mean the process of inducting the individual into

the social and cultural world of making him a particular member in society and its various groups and inducting him to accept the norms and values of that society.” Socialization is important factor of growth and development of individual rather than it is a need of an hour. Each and every individual needs family and society for the survival without that they cannot survive. It is truth that individual cannot leave aloof for longer time. Socialization is not only important with biological relationship but it is also important with social relationships. It is technique that each and every individual needs to learn for healthy growth and development of self. Socialization is learning values and actions putting them in respective thought process as learning. We learn things from each other so we need people on and around. It is essential for an individual to follow the norms of the society.

Role of society is very important in our daily life as it gives us certain rights and regulations for development. It develops bonding between individual and community. There is difference between sociality and socialism in respect to socialization. Sociality could be capability to mingle up with the people and understand each other. As we all know man is a socialized animal inspite of individual variation.

1.2.3. Family as an Institution

Family is very important in our Indian Society. Family is essential for individual growth and development. It is very important part of our social system in which fundamental rights carries special weight age. Family is large unit that has difference of class, society and individual choices. Interpersonal relationships play an important role in developing social relations. It is connectivity between the family and the community. Family is an important asset of the society and gives power to individual in boosting self confidence. Family aspect can be studied through different social sciences streams such as sociology, psychology, economics, anthropology, social psychiatry, social work or human development. It is a major factor for the survival, health, education, development and protection to each of the family. It is an essential aspect of caring, developing social and emotional relationship and a connection between persistence and adaptation. Family gives stability and support to the individual in the difficulties. Human development is a broad stream to study about family aspects that enlightens family environment. There is a vast difference that we can observe nowadays in the families due to Indian families increasing number of

divorce cases and rate of separation, domestic violence, interpersonal conflicts, social problems such as drug abuse, juvenile delinquency, etc...

There is vast number of pressures in the present life style. Individuals get pressurized to handle those pressures. With the changing scenario, people have got adjusted with the changing life style even though there are numbers of increasing norms and values. There is unique power created in the individuals of being together inspite of increasing stress due to upcoming issues. We have observed several developments due to many studies considering the perspective of institutional support. There is a variation in the style of family adjustment and interaction. The language that each family uses is different from another. International and external factors are responsible for the same. The present studies take our attention on changing family environment. Studies of past few eras, it focuses its attention on various dimensions of family life. There is a multidisciplinary approach towards the growth and development. The studies tell us about different concerns that stretch its attention on the different aspect of growth and development of family and as an individual.

1.2.4. Theory of Parenting Style - Psychologist Diana Baumrind

Diana Baumrind was a psychologist and she explained the three different styles of parenting that is authoritarian, authoritative and permissive parenting. Then the new field of parenting also emerged that was uninvolved parenting.

a. Authoritarian Parenting

Authoritarian parenting is compulsory for the children those who follows the firm rules and regulations formed by the parents. It was observed that punishment was used as a tool in which many a times doesn't work. It was observed that the reasons behind the rules and regulations need to be revealed properly to student before or after giving it. Many a times children are afraid of the parents so instead of getting afraid of parents slowly they start avoiding them and at peak they become violent also. There are not approachable to the parents as they have very high expectations from their children. Certain children lag in the decision making in future as they are totally dependent on their parents for further decisions. They do not ask for explanation to their parents. There are set standards assigned by the parents with that perspective only they try to mould and organize their child's behavior. Obedience is very important for these parents in forceful or punishable ways. For these parents, the

opinion of the children is not important but rather the rules are important. They do not give importance to the beliefs and thoughts of the child. They try to put maximum restriction to the child in respect of work. They feel that their word is utmost important and children has to follow it. They are very strict in their discipline and feels that their children should follow their instructions immediately.

b. Authoritative Parenting

Authoritative Parenting is also known as democratic parenting. In which parents set goals, rules and regulations for their child but they do give time and consider the thoughts of children before setting up rules for children. This method is more applicable way in parenting style. Parents try to understand the child in better way before imbibing things on him or her. They try to give qualitative time to the child and listen to them keenly. They are easily approachable to their children. They are firm while giving instructions or setting rules for the children. These parents believe in nurturing the child in positive way rather unnecessary focusing on punishment strategies. They do have expectations from children but even try to understand if he or she is unable to achieve in with genuine reason. Baumrind suggested that, “These parents usually are keen observer and even try to have clear communication about their expectations from children.” They feel that being assertive towards the child help him or her to groom well. They do believe in disciplinary techniques but positive techniques they usually follow. Parents take an effort to make their children self confident, responsible, self motivated, compassionate and self-independent. They engage the child in task oriented activities. The parents believe in verbal communication so have timely discussion is important. They also give the reasons behind set rules and conditions. If the child denies doing certain activity then parents try to explain reasons behind it. Parents also give respect to the values of the child and train them towards self- directive method. Parents do values the expressions of the child and give importance to the qualities of the child. They also give importance to individual thoughts of the child. They try to reinforce the present qualities of the child for future development. They also try to study about the qualities of the child. These parents do focus on the strengths of the child and works on limitations of the child for further the growth and development.

c. Permissive Parenting

Permissive parents are known as lenient parents who have less or negligible expectations from the children. Due to this thought, the parents rarely put an effort to set discipline. According to Baumrind, “Permissive parents are more receptive than demanding parents.” The approach of the parents is relaxed and lenient. They give open choices for the children and avoid having arguments due to no expectations from children. Children seem to be over pampered at times. The parents are too friendly with the children. Parents usually have easily nurturing environment for the children. They believe in non-punitive and non-restrictive strategies. Parents avoid taking decisions without child’s consult and convey other family members accordingly. They make absolutely no demands from the child regards to behavior. They act as a resource person or imitator and not much bothered about the future of the child. They do not believe in controlling the child’s behavior but do not motivate also to the child to accomplish his or her goal. So at times, children do not set deadline for achievement of goals.

d. Uninvolved Parenting

In an uninvolved parenting type, the parents are least bothered about the healthy growth and development of the child. Parents do not have any demands from the child and expresses less response with minimum communication. These parents may not get quality time to spend with the child. They get easily detached from the child. In some of extreme situation, parents are not at all bothered about the needs of the child. It can also be called as ignored parenting and can be explained as inattentive strategies of parenting. In some situation, they even ignore the child or are not bothered about his or her feelings and emotions. There is less or no emotional attachment that the child has towards the parents and vice versa. They may provide with amenities or fulfill basic needs but are not bothered about the feelings of the child and their involvement towards the child differs individual to individual. Children find it difficult to get attached with any of the relationships or do not get attached with the people around easily. The children may find it difficult to adjust with school environment and understanding appropriate behavior. It affects their personality and adjustment with social life in future. This may hinder the future growth and development of the child even their personality.

Data reveals that different types of parenting make immense impact on learning of the child. Different types in parenting help the child in a different to overcome the difficulties. It also differs in supporting the child with learning difficulties by understanding the problem and accepting it.

1.2.5. Stages of Psychosocial Development- Psychologist Erik Erikson

Erik Erikson was a well-known psychologist who mainly focused on developmental psychology department. He anticipated a theory which was then used widespread about the self-identity among individuals. His theory is based on the influence that the child undergoes due to self-identity and its influence on it. His theory was well known as psychosocial stages of development. The stages are elaborated sequentially with significant actions on the growth and development of the child. His theory was put forth the theory after doing the observations for longer duration and time.

There were eight stages of psychosocial development that Erikson has mentioned during his study. There were certain important things included in his stages such as each and every stage clarifies from the preceding stage in a specific sequence. He also mentioned that every stage includes participation with each other and a task for the individual predominantly which comprises a transformation of each different stage with individual efforts which are required to develop understanding among each other.

Birth - 18 Years

The first stage includes the children from the birth to the elementary school age group. There are different fundamental stages between this age group they are trust vs. mistrust, autonomy vs. shame and doubt, initiative vs. guilt, and industry vs. inferiority.

1. Trust Vs mistrust – This stage starts from the birth and continues till the age of 12 to 18 months. In this stage the child develops relationship and bonding with the mother or the care taker which in turn converts into trust. But if it the bonding or relationship is not strong then it may be developed into the mistrust. It is very important stage of child. As its effects remains long lasting. The parents or caretaker has to be completely present for the child not only physically but also mentally. The child learns many things during this period especially the major

physical development happens during this stage. If unhealthy association is developed then it can result into the reflection about lack of ability to trust people and a sense of fear about facing the world, prominent to a thought of anxiety, lack of confidence and a vital feeling of mistrust towards the world.

- 2. Autonomy Vs. shame and doubt** – This stage starts from the age 18 months to 3 years and major brain development happens during this stage. The concept of you and me is been formed by this stage. The child starts forming short sentences and also understands the precise communication made by the people around. The child's vocabulary starts developing during this period. The muscular development happens strongly and child can hold things or let go things from hands. The children start becoming independent slowly in certain activities related to self. The major task the child start understanding at this stage is toilet training. When we encourage the child time to time it helps in building his or her confidence level too. If the parents or caretaker doesn't encourage the child then it turns to drop down the confidence. Encouragement helps them to be independent and develops their self esteem. On the other side de-motivation discourages them and affects their skills and abilities.
- 3. Initiative Vs. guilt** – The stage starts from the age group of 3 years and continues till the age group of 6 years. Here the child starts being more independent and moves around generously. They are eager to learn language skills those which are getting enriched and develops imaginative thinking. At this stage, the child's personality gets moulded and they are willing to learn things more quickly. They start building relationships with other children at school or neighborhood. The children like to play openly without much restrictions or interference of any adult. If given a chance to do same thing, it helps to develop a sense of initiative and the child feels safety. On the other hand, if we restrict the child too much then it develops a sense of guilt in the mind of child. This creates low self esteem but on the other side, if proper they proper initiative then it develops confidence in the children.
- 4. Industry Vs. inferiority-** The stage starts from the age group of 6 years and continues till the age group of 6 years. In this stage, learning happens through observation of things and attending school. The children usually enjoy the school

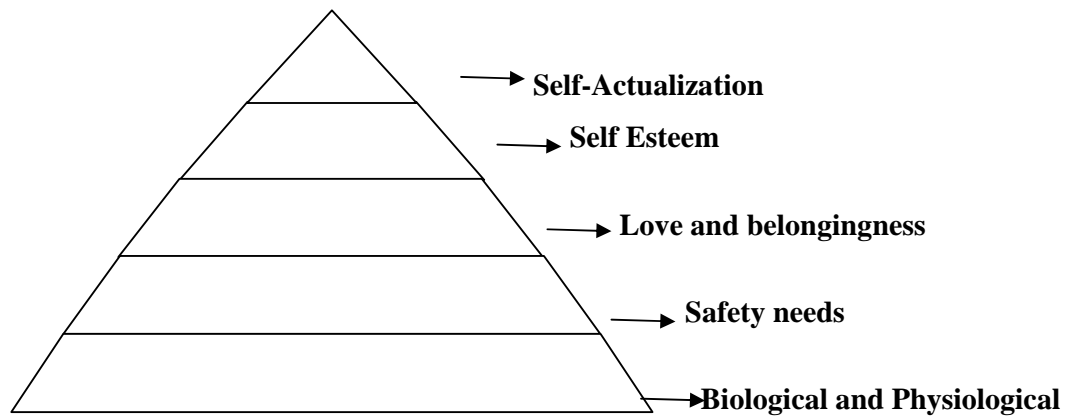
life as they get motivated from the teachers. Over the period of time, the children start feeling confident and productive to do different activities. If proper reinforcement and motivation is not gained then they start feeling inferior. On the other hand if they get motivation it helps them develop a superior feeling among them. The drawback of this stage is that the child may get failure if proper motivation and support is lagging. At this stage, the colour of skin, financial status and living style carries special weight age apart from willingness to learn. In this stage, the situation can cause permanent harm to the personality of the child or vice versa with proper guidance can develop into effective personality.

5. **Identity Vs. role confusion** – the stage starts from the age group 12years and continues till the age group of 18 years. With positive inputs, the self identity of the child gets developed positively. On the other hand, if there is confusion in the activities that he or she has to it creates role of confusion. Adolescence period is very sensitive period for the growth and development of child into future personality. The children during adolescence period develop the capabilities with significant conversations by giving consistent responsibilities. If the child's self identity is not developed then it creates confusions towards self, family and society. At this relationship peers and its influence is at a peak so they share special bonding with the peers.

Data reveals that different stages of development gives different impact on the development of the child as per mentioned by Hurlock. Children learning difficulties may find at times difficult to achieve the particular and expected age group therefore this theory is important to understand.

1.2.6. Maslow's Hierarchy of Needs Theory

Abraham Maslow was the psychologist who studied and put forth the concept that each and every individual gets motivated towards goal when they feel the need to do certain activities. Maslow mentioned that with the fulfillment of one need the individual get motivated towards the next one and so on. He also put forth the hierarchy needs that involve five motivational needs of individual at different stage and also tried to understand the reasons behind motivation. He gave a thought that there should be association between the rewards and desires to get structured motivation.



Maslow's Hierarchy Needs Pyramid

The above mentioned five steps model can be divided into basic needs such as:

- 1. Biological and Physiological needs** - air, food, drink, shelter, warmth, sex, sleep.
- 2. Safety needs** - protection from elements, security, order, law, stability, freedom from fear.
- 3. Love and belongingness needs** - friendship, intimacy, affection and love, - from work group, family, friends, and romantic relationships.
- 4. Self Esteem needs** - achievement, mastery, independence, status, dominance, prestige, self-respect, and respect from others.
- 5. Self-Actualization needs** - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

It is important to fulfill the basic needs of the individual through motivation. The individual struggles towards the fulfillment of the needs which will become stronger with long duration. It is important to focus on the basic needs of the individual before progressing to the next stage. These stages will reach them to reach the highest level of the pyramid that is the self actualization stage. It is a continuous process till it reaches to success as every person has capability and craving to reach towards success. But it is important understand to meet the needs the person has to come across different failures in life. He or she has faced the struggle at each stage to reach the final achievement level. Maslow observed that to reach to self actualization level is quite a bit difficult and people reaches to that level.

This theory is relevant to the study for understanding basic needs of children. The confidence of the children gets boosted when the child is appreciated. The data

also conveys that children with learning difficulties perform better when they are appreciated and it develops the self esteem of the child.

1.2.7. Cognitive Development theory - Jean Piaget

Jean Piaget was a Swiss Clinical Psychologist who had designed a theory on cognitive or intellectual development in the year 1952. Piaget theory of cognitive development was a drastic change in area of mental health with biological maturation and environmental experience. Children learn best from the environment and build their understanding about the world around. They discover new information and differentiate between the known information and acknowledged one. This theory was then used worldwide to understand the cognitive process of the brain during different age group.

There Are Three Basic Components To Piaget's Cognitive Theory:

1. Schemas (building blocks of knowledge).
2. Adaptation processes (It enables the transition from one stage to another known as equilibrium and assimilation).
3. Stages of Development: Sensorimotor, Preoperational, Concrete operational and Formal operational.

1. Schemas

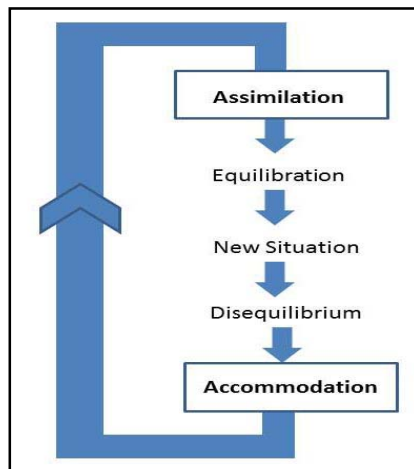
Piaget has defined a schema as “a cohesive, repeatable action sequence possessing component actions that are tightly interconnected and governed by a core meaning.”(Hurlock 2001) Schema can be explained in simpler way that is the stage of building information by gathering knowledge. The children take information through schema and relate it with the objects around, the actions and the conceptual framework. He had described the formation of schema in this theory and explained the ways to acquire it. Schema is the intellectual connection which helps in correlation with the present information and its application whenever required. His theory proved that the child brain during the growth develops largely and becomes descriptive. He also explained that new born babies have innate schemas hidden in them before they enter the world. These schemas are connected with the reflexes which comes to the child through hereditary. He has mentioned different reflexes and explained them in detail such as grasping reflexes, rooting reflexes, etc...

2. Adaptation processes

Jean Piaget mentioned that adaptation is the cognitive process of brain that happens through three stages as follows:

- **Assimilation** – In this stage, the present schema works with the new experiences.
- **Accommodation** – In this existing knowledge has limitation and needs to mould with the new situation.
- **Equilibration** – In this stage, force helps to shift for further development. it was mentioned that the cognitive development has its own limitations and is not progressive.

With the help of assimilation, the schema helps to deal with new information is known as equilibrium. The new information takes its own time to adjust the existing schema that is assimilation can create disequilibrium. Accommodation can be experienced with the power of equilibration which will be acquired with the balance of new skills. In the method of assimilation, the innovative schema can be stored until the adjustment of new schema. The process of assimilation, accommodation and equilibration of schema is continuous as individual learn things daily and acquire them according to the need.



Process of cognitive development

3. Stages of Development

In the cognitive development, we can observe in the understanding and building of intellectual growth. Children learn from the world around and perceive things better which helps in creating intellectual model. It is source to gather information from the past experience and plan for future goal. In Piaget's theory more

focus is given on learning and thinking process. He mentioned that there is difference in thought process of child and adult which he further divided in four stages. He has expressed that child's thought process gets matured when biological changes happens in the development. At the similar age, the cognition gets developed in the same sequence. The following are the stages put forth by Piaget in his theory:

1. Sensorimotor Stage

Sensorimotor stage is the initial stage of cognitive development which starts from birth and extends till the age of two. During this stage, maximum cognitive growth takes place and hence we can rapid changes in the development of the child.

2. Preoperational Stage

Preoperational stage is the second stage of cognitive development which starts from the age group 2 years and extends till 7 years. In this stage children learn things with using appropriate symbols.

3. Concrete Operational Stage

Concrete Operational Stage is a prime changing stage which starts from the age group of 7 years and continues till 11 years. Maximum changes take place during this stage as children start thinking rationally put forth operational thought.

4. Formal Operational Stage

Formal operational stage is very sensitive stage which initiates from the age of 11 years and extends till the end of adulthood. This stage abstract concepts are developed and the thinking ability. Each and every child goes through the same phases with few differences and may show variation individually. Piaget has mentioned that each stage has its own uniqueness and attainment happens at particular age. It may happen that each and every child may not achieve the utmost level at each stage. He also mentioned that these series of development is followed all around the world inspite of any culture or background.

Data reveals that intellectual or cognitive development enhances the learning capacity of the child. The child passes through different stages of intellectual development which is important to understand to know whether the child can cope up with particular limitations. Children with learning difficulties may have normal or above normal intelligence but they need help to get connected with academics and it

becomes a concerns. It is important to have better perception to overcome the cognitive stage.

1.2.8. Family System Theory

Dr. Murray Bowen was a Psychiatrist and researcher and putforth the family system theory. He mentioned about the interlocking concepts in his theory which includes 8 concepts together that are mentioned below:

1. Differentiation of Self

This concept explains about adaptive environment which shows the differentiation in self that develops the strategies to cope up with expectation and achievement of goals. There is difference in the adaptive behavior which cannot be correlated with the relationship. People do think differently and expresses different emotions as there is difference their feelings and actions. Anxiety affects the roles and relationships. Usually people do develop the anxiety easily but if the learn to overcome it then it may function comparatively well. If the person finds it difficult to deal with anxiety then it may create strain and vice versa. The situation may work healthily for longer period of time when less to deal with stress effectively. If the individual learns to deal with thoughts and feelings then they can also deal with the upcoming pressures and anxiety. In this case, the individual can give thought towards the action and react accordingly. Those individual who are dependent on others to do the task they find it difficult to deal with situation and undergo pressure. In the pressurized environment, they act in destructive way and shows anxious reactions with this intellectual reasoning and emotional concerns occurs in combination. Differentiation can be seen through observation tool and works on the coping strategies that is behavior of the people. This theory seems to be deterministic but slowly supports the individual and its life style along with their family.

2. Triangles

Triangles are the primary component which works on individual relationships with the other two people that becomes uneven when anxiety occurs. In which the two members stretches towards third member to reduce stress. This strategy helps to get relief as there are more areas in relationship to reveal the anxiety. This three person strategy helps in engaging the interlinking stress and reduces anger. Looking at the

additional side, it may create stress and members may react towards the position which develops the indications.

3. Family Emotional Process

There are certain aspects that creates gap in the family relationships due anxiety with conflict, distance and understanding. This conflicts leads to fight, argument, blaming and criticizing each other. If there are disputes among the partners then it affects their relationships at emotional level and may lose to the comfort zone in the relationship. If each and every individual takes responsibilities in the family then they can reciprocate with each other comfortably. There are ups and downs between two people's relationships and it can affect the partners individual health or at emotional. Usually it happens that there is a variation in thoughts while parenting which creates disputes in front of children that affects relationships. If there are emotionally healthy relationships then the family environment also gets bloomed up.

4. Family Projection Process

Due to the fixed family structure in the family projection system, the parents in the family gives more focus on the emotional anxiety of the child that creates problems for the child. It depends on the parents of the child as the technique they used in the family system to resolve the conflicts among themselves. It helps the child also to learn positive ways to resolve the concerns faced. Hence there should be healthy relationships in the family so that the child also learn overcome the phase positively.

5. Emotional Cutoff

Emotional cutoff is the concept in which the family members get isolated from the family due to the disputes among themselves and withdraw their role from the relationships. It not only affects the family system but also hinders the individual's emotional health and it gives rise to detachment among relationships. This gives rise to chronic anxiety and individual tries to develop the alternative relationship in this situation. In this new relationship, strong bond is created and people may get acquainted to different habits and influences.

6. Multigenerational Transmission Process

Multigenerational transmission process is seen through differentiation of self and through this concept we can understand the emotional development that elaborates the pattern of inventions. The division of genes in resistance to the environment it can be seen when there is difference in the thought process of family

pattern. On the other hand, the family system is broadcasted through generations is through relationship triangle.

7. Sibling Position

It is important to understand the sibling's position in the family and even get influenced that tends towards the certain role. Even the perception of parents and relatives varies by the particular position.

8. Societal Emotional Process

Societal Emotional Process was the last concept introduced by Bowen. During the certain times, the trend of people within needs to be concerned. Environmental and emotional stress noted are overpopulation, scarcity of natural resources, epidemics, lack of economic services and skills for living in various corners are all the probable stressors that add on to the weakness of the society.

Data reveals that each and every individual is different and there way of expressions at emotional level is different/ The triangles of relationships give different impact on the family members. If the child experiences variation in the emotions then the child performs differently. Different family environment gives various impacts on emotional and projection level of the child. If the parents of children with learning difficulties do not show faith in the child then it may impact on their relationship and also the child may start hunting for relationship outside the family. The learning difficulties may at times pass from one generation to the other which create change. The sibling position and societal views also differs and gives different impact on the concerns of the child.

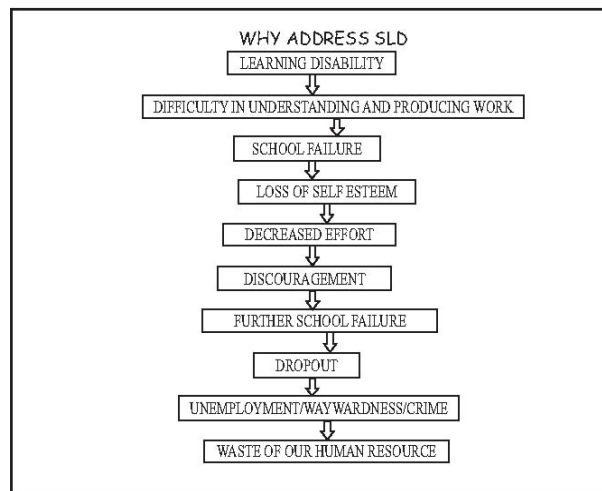
1.2.9. Definition of the Situation:

W. I. Thomas was the sociologist and in his theory of socialization process, he tried to describe the definition of situation. With his views, the concept of situation is explained briefly. He told that the expected behavior of the child is been set by the community in which he or she is born. Before the child's own feelings get developed parents or community people teaches him black and white side of the feelings and believes that is explained in another terms as good or bad. It is expected that the child should act according to the group expectation to be a part of group. The group wishes that the children should learn self discipline, restrained orders, sacrifice in the life. He stated that the definitions are limited to formal instructions in the gestures of approval and disapproval concept within the family, peers in the school. With the growth and

development the child learns the norms of society through the environment around. In this socialization theory, he mentioned the ways in which values, behavior and perception of the individual gets formulated. He then starts differentiating between right or wrong and good or bad. The individual learns the value process in an informal way as he or she constantly acquires the values from the others behavior and decide whether their perception towards the situation is acceptable or suitable to the society. Then the individual may the compilation of the collective social values in direct or indirect ways which further help him or her to build their character and behavior.

Data reveals that it is important to understand that from which situation the child come gives different impact on the behaviour and learning system of the child. If the society around focuses on learning of the child then they also take positive impacts from around.

1.2.10. Social Issues, Socio Economic Rehabilitation, Human Resource Development



Importance of understanding Specific Learning Disability

a. Social Aspects

If we try to understand the process of socialization then the role of the school is prime important for the overall growth or development of the child. Academics is the core of learning and the basic skills that gets developed through it are reading, writing and mathematical which forms foundation of student’s academic assessment. If the child gets hindrance in learning this concept then it develops the feeling of anxiety, inadequacy and embarrassment that may also leads to behavioural concerns in the school age. Any disturbance at this level that learning or behavioural then it

may create disturbance in emotional, social and familial functioning. Many researchers have shown the prominent significance in behavioural and learning concerns in combinations. “Many other studies including a retrospective study at Child and Adolescent unit at the National Institute of Mental Health and Neurosciences (NIMHANS) at Bangalore found that 79% of children with learning disabilities had co-morbid psychological disorders, in which 32% had internalizing disorders such as anxiety, depression, 28% had externalizing disorders such as Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD) and 19% had other disorders.” (Strick 2010) Remedial programs are designed to help the learning and behavioural concerns which may occur in co-morbid form to internalize and externalize the concerns of the children. If the concerns are diagnosed at early stage and intervention strategies are started then it helps to develop the competency of the child and ultimately gain self confidence and build self esteem.

b. Parental Involvement

Involvement of parent is very important in the growth and development of children. Parents are an integral part of child’s life and hence their active participation in the activities of the child. Parents should understand the strengths and weakness of the child then plan activities accordingly. Active involvement of parents is essential as thoroughly know the child and can work on the limitations of the child accordingly. If parents get involved in the child’s activities positively then positive changes are seen. But if we comment on the child negatively the impact remains long lasting.

c. Vocational Opportunities

Vocational learning is best source of learning for children having different concerns. It is observed that the children with learning or behavioural concerns are usual out of the box thinker and very creative at their skills. Therefore hands on experience works well with them rather than academic learning. Experiencing hand on learning is possible through vocational skills and for children with learning problems have this opportunity through National Institute of Open Schooling (NIOS). Children get benefitted through it as it develops their creative mind and gives them an opportunity to learn different vocational courses such as carpentry, drama, catering, art, etc. whilst graduating from school. Children should be get introduce at school level through prevocational trainings.

d. Some factors of socialization

The socialization happens when different likeminded people come together hence there are certain actors of socialization they are family, school, environment and media. Socialization is a method that helps the individual learns the morals, values and principles of the society. It is a part social system hence the principles and communication is very important.

- 1. Family:** The family is the most integral part of the socialization process. Family is very much essential for the personal growth and development of individual. It is a source of social change and learning. Our first social world is our family and it is very important for our personal growth and development. Family helps individual grow into healthy personality of tomorrow. Relationships in the family are close to us and shares special bonding with each other. Families are usually of two types such as joint and nuclear family system. With the changing life style and different needs of the people, the nuclear family started emerging. Many people due to work purpose have shifted to new cities with the nuclear family started emerging drastically. But whether it is joint or nuclear family but the need of having a family is very important in the mindset of the individual. Family is a structural organization which is individually essential in the complete socialization process. Man is asocial animal hence it is important for him or her to have peoples on and around. With changes of globalization lot of changes have taken in the family system. Individual disputes have created different issues such as divorced.
- 2. School:** School is the second most important part of the socialization process after the family. When the child moves to school his world increases knowingly or unknowingly. He develops the relationships apart from family members with the teachers and classmates. He learns to make friends and enjoy time in the school. It is said that school is second home of the children. Unless and until the child is connected with the family is has limited source of relationships. Here the child learns prime important aspects such as discipline, setting goals, learning cooperation and the most important willingness to complete. The child also learns to take decisions for himself. Here child learns to deal with professional relationship and develop a strong bonding which is helpful for future career. In the school, children learn about their rights, roles and duties as a citizen and nurture a sense of the liability as members of the society. The difference between the family and school is in the family the emotional touch is seen and in the school there

develops a spirit of learning. It is said that school is the mother of education. It is necessary to understand the personality of the child is not limited to school education it includes on the development of his thought process and learning throughout the life. The children who stay away from education they do have different thought process and learning and in turn their personality changes accordingly. The development at school gets linked with the family environment and both are equally important for the growth and development of the child. Hence it is important to have positive perceptions in the family as well as at the school. If the school is only assessment is only oriented to performance based then the growth of the child hinders in future. Children should also learn to face the facts at this level as well as dealing positively with their own emotions.

3. **Environment:** In the school environment, the same age group children come in contact with each other which is an important factor of socialization. At the adolescence age, the peer group becomes an essential factor for the children. They share many secrets together and at times argue with the parents due to the influence of peers to some extent. The peer group develops a sense of belongingness and also helps with the new challenges at this age group. It also helps them to gain their own identity in the society. Apart from family and school, the environment around them also is very important for the growth of the children. The children's participation in different activities and initiative taken by them also helps them to develop the relationship and bonding among each other. Once child is moved from school life during adolescence period, the new initiative and challenges come up. They also develop different relationships at different level and especially the peer relationships becomes utmost important for them. Hence it is important to have friendly environment and to develop relationships. It reduces the delinquency feeling among them.
4. **Media:** The media is a fascinating zone for the common people includes radio, television, newspapers, magazines, etc... and it is the medium of advertisement. We can see overall many viewers, listeners and readers in the media field. Advertisements are connected with huge group of adolescent. Due to media, the life style of individuals has changed drastically through the dressing and appearance. Media is a medium of social interaction and helps in the process of socialization. There different medium to get connected with media such as television, cinema theatre, smart phones, newspaper, radio, etc... It gives us

information about the different topics such as political, social, gender sensitivity, education, entertainment and current happenings. It helps in developing general knowledge and awareness about the social and political. The media creates a picture of socialization role with the concern mind set of people. Role of women and importance of girl child is majorly highlighted in this area. Media is a medium in which we understand the roles and duties of people. In a tactful way, the perspectives of the negative effects through drugs or alcohol, good ways of educating children, proper behaviour in difficult family and personal circumstances is highlighted. Media is source in which we should be able to filter the information and understand it accordingly.

1.2.11. Role of stake holders

1) Class Teacher

The role of a class teacher is important in the classroom set up. It is a need to have a strong bonding among the teacher and children in the classroom. The students share special bonding with class teacher in the classroom set up. Apart from teaching a close relationship is shared by the class teacher and students. The teacher tries to understand the strengths and weakness of the students and motivate the students to positively work on the weakness. The class teacher plays a dual role as teaching particular subject as well as second mother. Class teacher also have time to time interaction with the parents of those students as they are very important part in the child's life.

2) Effectiveness in Teaching

The teaching could only be effective if appropriate strategies are applied while teaching learning process is considered. The nature of teaching is important in the process of teaching learning methodology. There should be healthy relationship and strong connection between the teacher, students and subject. Teaching could be only effective when there is strong bonding between teacher and students. Effective teaching is not dependent on age, sex, and teaching experience of the teacher. The teacher should effectively connect themselves between the needs of the children and learning of the subject. It is important to have professionalism while teaching the children.

3) Theory of Speech and Languages

The speech and language is very important for the children to develop their roots of personality. Without language, we cannot communicate with each other and develop our social skills. The focus of teacher usually is on teaching the textual language rather than communicative language. It is usually observed that children are more comfortable in speaking with their own mother tongue and lack in English language. Overall textbooks provide limited vocabulary and children are lag in communicative language. Hence, there is limitation on language development. The teacher usually follows typical teaching methodology while teaching students. This method affects teaching learning strategies of the students and it develops inadequate command on language. It is essential that the teacher should give appropriate knowledge to the children so that they learn better ways. The teacher should timely upgrade her skills to imbibe better teaching strategies. Teacher should set a proper goal and objective before planning the lesson plan and should do lot of reference before teaching any topic. The basic purpose of teaching is to absorb proper reading, writing and comprehending skills. The teacher also finds constraint of time that affects teaching learning strategies. The teacher should focus on developing the abilities of the children. The teacher should aim new words, build vocabulary, proper usage of syntax, constructions of meaningful sentences, appropriate thought of expression and write language grammatically correct. The major goal needs to be subdivided into different objectives.

4) Role of a Teacher

Teacher's role is very important to build the roots of the child. Teacher helps the children in different aspects of learning and developing self esteem. They play primary role in molding the child's future personality. Teacher is a guide, motivator and support system for the child. She not only focuses on teaching academics but also focuses on imbibing values in the children. Her role is at primary level and but also important to develop the personality of the child. In case of learning problems, the role of the teacher is explicitly very important as these children need lot of motivation to do their activities as they already lag in confidence level.

5) Motivation

Motivation is very important part for the growth and development of the children. Teachers are basic and important source of motivation. It helps the children to build to roots of their personality. It is source of gaining confidence and self esteem in the children. It majorly helps in building academics of the children. It helps in expression of thoughts and personal achievement also. Motivation is very essential for the learning problems children as it helps them to perform much better each time.

6) Problems in teaching

The designs of curriculum are getting modified day by day and the focus is moreover getting changed. But the teachers are finding it difficult to cope with the changing curriculum and their regular teaching strategies. The teaching learning methods need to be modified and methodology of teaching needs to be more précised. The communicative teaching should be more stretched on rather than rigid teaching methodology.

7) Academic assessment process

With consideration of standard of achievement, teaching has shown improvement in interest of the student and the teacher. The level syllabus has also improved drastically and is designed considering the needs of the children. The examination system is more focused on understanding perspective rather than evaluation perspective. The progress can be monitored considering the development in vocabulary and sentence construction. The syllabus and evaluation system has been modified over the period of time in benefits of the children.

8) Role of Technology

Technology has created a special role in today's generation. Nowadays, it had made a great impact on the children. Teachers usually believe in teaching practice rather than using more of technology. Teachers do agree that technology do help today's generation but on another side it also believes that classroom teaching is essential. Children get acquainted with the technology easily and have a long lasting impact of it. It is agreeable that technology helps in better learning. It could be used as a tool for better learning but only it is used appropriately. With the use of technology, the anxiety of learning is overcome to some extent as the concept gets cleared if it is used in appropriate ways. For the projects or reports students make use of technology

and understand about the recent trends around the world. A school is a better source to learn the multimedia. Multimedia could be a combination of text, graphic art, sound, animation and video elements. Children usually prefer to learn through multimedia as a method of teaching. A teacher's role should moreover as a mentor in the leaning way. Each and every individual is creative thinker in different ways during the learning process.

9) Remedial Teacher

Remedial teaching is essential for the children with learning concerns. It is important to plan and implement the remedial teaching session on the basis of continuous comprehensive evaluation pattern or could be named as Individualized Educational Plan (IEP). It is important to have non-formal evaluation of the child and understand the difficulties of the children respectively design the IEP for individual child considering the individual needs. It should be focused on the positive learning strategies and moreover activities should be included. It is important to understand the strengths of the child so that it will help to design the tool accordingly. The remedial teacher's role should more participative, act as a guide and teach techniques to learn things better. The concerns needs to be put in sequence and primary concerns should be noted at first and required help needs to be provided accordingly. The remedial teacher should set few expectations from the student so that he or she gets confidence to learn things better. The remedial plan will be different for each and every student according to their needs. At times we can also take group remediation in which one student can be a helping hand to another student. Students should be given an opportunity to talk in front of small groups to develop the self confidence in the children. The role of remedial teacher is to provide warm supportive learning environment that creates confidence in the learning of the child. It is an important to give stimulation to the child to get reinforced.

10) School Counselor

It is very important that each and every school should have a qualified school counselor in their school. The role of the school counselor is very important for the children with learning or behavioural concerns. They can be motivator, guide and supporter to develop confidence in the child. They support and motivate children in the academic performance, career development and development of emotional and

social skills. They encourage the children to develop positive thoughts in them and help them to build their self confidence. They help them to understand potentials hidden in them by motivating them that they can do activities in much more better ways. They design innovative ways to make children learn better and design educational and counseling program accordingly. They help the students understand their strength and weakness. They also train the students to convert their weaknesses into the strength despite of having challenges. They help the students on one to one basis or in a group in the school set up or in the regular classroom set up.

The responsibilities of the School Counselor can be incorporated but are not restricted. It is important to provide school counseling facilities with appropriate educational plan, considering the curriculum set up. It is necessary to provide individual or group counseling sessions to the students by understanding the concerns considering the inclusive education program. It is also necessary to design short term and long term goals by using the suitable techniques of Individualized Education Plan (IEP). It also encourages the family to get involved in the complete process. It is important to take an advice and work together in a team. It involves the family to understand the concerns of a student and consider the changes that are required to help the concerned team in the school. It always help to get a combined efforts of professionals to give appropriate help to child such as school psychologists, play therapists, occupational therapists, special education staff, speech and language therapist and teachers. It also helps in providing needful guidance to develop academic performance and transitional plan for the students while designing in the IEP.

11) School Authorities

It is important to understand that the school principal and management play an essential role in molding the children. They need to understand the exact problem of the child and help him or her accordingly. It is very difficult to get an appropriate help from the school especially the availability of remedial teacher is a challenge. Many schools do not have School Counselor or a remedial teacher. It also happen that remediation facilities, parents find it very expensive in private set up hence at times avoid taking help. The appropriate remedial teaching is also required then and only then it will help the children to achieve success. In specific schools and organizations, there are resources centers started for the children at reasonable price. For the children

with remedial or behavioural problems, the remedial or counseling sessions are conducted individually or in a group by designing the Individualized Education Plan (IEP). In the IEP, the remedial teacher set a goal considering the difficulty level of the child on short term and long term basis. They also focus on the specific skills which includes homework completion and improvising the behavioural aspect too. The children generally visit the resource room one to twice in a week as per the difficulty level and in some rare cases, they do visit thrice or four times in a week for about 30 to 45 minutes per day. This facility has really helped the students to improvise the academic performance of the children with learning problems. Some specific schools also keep the detail records of the children with learning problems to understand the graph of improvement in better ways. The resource teacher in the school helps the children to perform better with the support and help also train the class teachers to encourage the children. In this whole process the role of school authorities is very important as they have to support the remedial teacher in the schools and should have high expectations from them as these children need time to give time in coping with the difficulty.

1.2.12. Important Aspect of Parenting – Positive attitude

Parenting is very important and lovely phase and you will only understand when you become parents. As parents, parents need to learn one sentence and put it in their subconscious mind that, “My kid is perfectly fine.” It is difficult for parents to accept that their child has any concerns may be physical, mental or learning. As we all know that learning problems are connected to academics and finally concern with speaking, listening, reading, and writing, spelling, reasoning or organizing the information. Awareness about learning problems are getting more spread away day by day and it is obvious that parents resist accepting this reality at initial stage. It is difficult for teachers also at times to convince the parents about the same.

Initially parents may show denial to accept that there child has some or the other concern. It is necessary to imbibe in parents that special need is not the sign of low intelligence. On the other hand, we need to understand that children have normal or above normal IQ with the concern about techniques to cope with academics in reading and writing skills. It is necessary to accept that it is neurological problem and has a chemical deficiency of the brain that controls the process of reasoning. So at times it happens that parents also convey the teacher that the problem is with the teaching methodology not with the child. It is the fact that the child is nowhere

responsible for the learning concerns but in fact many a times we see that he or she is easily blamed for not performing well or labeled easily. With this the thought process of the child is changed and the children start believing it that he or she is not capable for learning. It also affects the confidence level of the child drastically.

People usually do not focus on the hidden talent of the child rather than that they blame the child for their difficulty. In this complete process the parenting skills is very important as they need to treat the child normal and understand hidden talent of the child. Appreciation and positive thinking helps the child to be confident enough to face the outside environment. Life skills help for these children, in a way to understand their strengths and weakness. It also helps the children to work on the weakness and convert it into the strength. Due to rigid environment in our society, it has become difficult for the individual to identify the proper strategies to mould their skills and get better opportunities. Therefore large number of students get dropout from the education or earn less in the future due to lack of confidence. It is important to understand that the students do have potentials in them only we need to identify the qualities in the child and mould them accordingly.

Being a parent of a learning disabled child is a great challenge in the day to day life. The child has to face the demands on him or her from the society, parents and relatives as well. We all need to follow certain things before labeling the child and understand him or her better even at home and school. it is very important to get educated about the learning disabilities. It helps as parents and gives comfort zones to understand the child in better means. Deep understanding and depth information helps the parents to give right help to the child in right kind. It is would also help us to understand about the resources precisely. Parents need to encourage the child to participate in the activities that doesn't emphasize their learning that may be extracurricular activities. It is important to build a positive relationship with the concern teachers along with the class teacher through regular communication and share his or her positive things at home and in the school. Teachers and parents should appreciate each other's effort along with child's effort and give praise rewards to each other. It is important to articulate the needs of the child to have effective advocacy. It is important to understand roles and duties while working with the child and school and use maximum resources on and around to help the child in academic setting.

1.2. 13. Effects of Urbanization on Indian Education System

1. Social Effects

Urbanization has affected the individual drastically and even at social level. Family as an institution also has shown remarkable changes. Due to change in life style, joint families have got changed to nuclear family. The changes are seen in culture, relationships, societal level along with migration of people.

2. Communication Effects

Electronic communication is rotating around in our society due urbanization the usage of smart phones, tablets and other new technologies emerged at high level. It is has become the need of an hour and it is seen in rural and tribal societies. Media has become need of today's generation.

3. Migrant Workers

People get migrated from one place to another in search of job or work purpose. In current scenario, it is latest emerging issue and shift from one environment to the other. They move out of the family and it has given rise to the nuclear families from joint families.

4. Existence of Fashion

In today's scenario, fashion is an upcoming change in our society and it changes time to time. Along with tradition and culture, developments have increased in our society.

5. Effects on Education System

The urbanization has created an impact on education system and it has focused on various contents. The education system is more over becoming business oriented and due to increase of different streamlines such as science and technology. It stretches on increasing expensive with a need to different resources. In short, urbanization has made drastic changes in today's education system.

6. Family Structure and Scope

Urbanization has changed the family and social environment. Money has become an important and integral part of the family. Due to increasing generation gap, the relationship has influenced. Family is a heterogeneous group and small in size.

7. Increasing family concerns due to urbanization

On the one side urbanization has made en-number of developments in the society and on another increasing family concerns due to the same. The disputes between the relationships have given rise to divorce cases. Rapid changes happened in the family environment, work pressures and life styles of the people. This affected the environment on and around knowingly and unknowingly.

8. Effects on Ideology

The ancient ideology is day by day getting vanished due to the effects of globalization. There is rise to new trend of ideology and task oriented activities.

9. Impacts on Psychological Health

Due to increase in urbanization, psychological stress, tension, worries are increased day by day that has hampered on psychological as well as physical health of individual which has given rise to diseases and increasing health issues.

10. Cultural and Social Life

Due to urbanization, the present family structure has changed drastically. This has even given the emerged to change in cultural and social life style. The value system is changing day by day and so it has affecting the social relationships.

11. Effects on Women

Urbanization has created an importance for the women empowerment. Nowadays women are aware their rights, concerns, position, reservations and power. Women's are getting importance in today's society but the other concerns of women have increased day by day which has given rise to different issues.

12. Effects on Children

Issues concerned to child are getting voiced up through their rights still we can see lot of issues in concern to the children child labours, bonded labours, exploitation, avoidance of human rights etc... Social relationships are affected severely so the issues related to children are also increased.

13. Role of Media and Values

Media has got a special importance in India today as it is increasing drastically. On one side it creates but power but on another side it gives rise to different related concerns. Social relationships have hampered due to evoke of media and upcoming technologies.

14. Social Problems

In the present situation, there are lots of changes happening on and around but on the other side of coin we can see increase in poverty due to over population. The high crime rate and high density of population has emerged the traffic problems, female feticide issues, etc... These are present few concerns in front of the society.

15. Community and Society Structure

Each and every phase of life has kept an impact of urbanization. As and when It sector emerged the life style of individual changed at the social, cultural, religious, economical and political level. The speedy changes in growth and development of technologies have increased concerns in the public and private sector. Government policies are still designed considering the common people's need matching along with the new trends.

16. Global Warming, Pollution and Social Changes

Due to increase in number of industries, global warming and huge pollution like air, land, soil and water pollution influenced on individual's practical and social life. Lot of social changes emerged due to this problem.

1.2. 14. Modernization of Education In India: Problems

Modern education system has spread widely in Indi. Lot of opportunities is knocking the door on one hand. But on another hand there are tremendous pressures of competitions held around. Modernization in education system still needs to build new resources in spite of economic growth and development. Indian education system needs to work on allotment of resources properly in the different states. Before bringing any change in the education system it important to take a brief thought of elected members in the legislative assembly from each state. If we study clearly it is notified that India has their independent resources before making change in education process. Education system is at present working with available resources. Certainly the can take help from International organizations such as UNESCO, UNICEF etc... There are some modified programs to offer educational help for the women and children. We need to consider the limitation of the program.

India is a country which has different customs and traditions that are mingled up together under one platform as we have unity in diversity. Agriculture is the basic source of the economic industry. There is variation in the life style of people living in tribal, rural and urban areas. There is drastic variation in education needs of the

educational system. There are different objectives and methodology in the functioning system of education. The focus should on educational system rather than economical needs. In Indian system, the economical needs are more important due to varied life style of people. We have to give thought on appropriate usage of educational needs in the consideration of financial terms. Proper thought needs to be given on Indian educational system. Proper thought needs to given on the legislative needs of the country. Each and every states variation needs to be considered while designing the legislations. The new developments and technologies have spread awareness among the people.

1.2.15. Impact of Globalization on Indian Education

Globalization has given a great impact on Indian Education system. It is given different effect on Indian Education system. There are rigorous studies done on globalization and its impact on education system. It could be an effective medium for global citizens to face this competitive world. With the growing needs of schools, the focus has been changed on effective learning strategies and importance of communication in English. The curriculum is changed drastically. The IT sector has developed thoroughly which has created an emerging need in the education system. There is a focus on developing excellence which has created competitions at a school level. The selection and designing of curriculum matters a lot at it should be globally accepted. School should focus on overall development of the child and syllabus should gain the teaching learning importance. With the limited infrastructure, the quality of education needs to be covered in given infrastructure. The students are nowadays visualized as customers and schools as a business. Process of learning has changed day by day due to change in education system.

1.3. The Indian education system and social & ethical values

1.3.1. Meaning of Education and its philosophy

Education is important for each one of us and is channel towards success in life. Education merely means a way towards generating awareness of reality and possibility through the means of motivation and discovery. It is a social process for future living. In the International Encyclopedia of Social Science defined “Education as the transmission of knowledge to members of society in the form of technical and

social skills as well as the norms and values of the society.” Education is a process of teaching and learning specific knowledge and skills.

Education is required for sustainable development sustainable development and required in social inclusion. It is required to enhance the quality of life along with the freedom in learning. It is an access to have noteworthy knowledge and skills that gives an assurance that everybody can get it. It is required to have the knowledge collectively to the marginalized and vulnerable group during the developmental process. Equality in education system is required so that everyone can get a benefit out of it.

Education is generally perceived up till schooling and at college level but it is far more beyond our thoughts. It is required throughout the life as it develops our thought process. Reading book is also a means to gain education. Experiencing an event is also the part of education. It is important for the overall growth and development of the individual throughout the life. Learning is a core integral part of education. Individual learns through experiences that he or she gains throughout the life. Education can not only enhance intellectual development but it also enhances the physical, social, emotional, and motor development too. Education is not only the social right of the person but it helps in developing the personality. It enhances social interaction and inspiration in the individual. Education builds the personality of the individual to be successful member of society. It is a method to focus on learning and experiences.

The term ‘Education’ is taken from two Latin words Educare (Educere) and Educatum. ‘Educare’ means to train or mould and the term ‘Educatum’ denotes the act of teaching. It focuses light on the principles and practice of teaching-learning. The term mainly conveys development of abilities in the child as he or she is unaware of its potential. The mentor or a teacher helps them to understand their capabilities and can guide in a way of developing it.

Education is the imbibing and gaining of knowledge through teaching and learning method. This method involves sharing of knowledge to grow into better personality. Education is means of inventions to trial and error methods. It has different forms such as formal, non formal or informal. Informal education is acquiring knowledge through experiences. Formal education is the one which we get from books, textual activity. Non-formal education is learning things by doing.

1.3.2. Education concept defined by renowned personalities

According to Krishnamurti, “The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole.’ Education according to him was a transformation of human mind and creation of new culture. Education must free the mind and spirit of children. He remarked, ‘Without a change of heart, without goodwill, without the inward transformation which is born of awareness, there can be no peace, no happiness for mankind.’ ‘Education should encourage self-observation and the experiencing of life as a whole not individual but to go above and beyond to discover the real.’”

Gandhiji has said, “Education is an all-round drawing out of the best in child and man, body, mind and spirit. Literacy is not the end of education, not even the beginning. It is one of the medium in individuals can be educated. Literacy in itself is no education. In his opinion the aim of education is self-dependence, and education must enable every child to develop the ability to depend upon the individual. The ability to earn one’s livelihood is part of his independence or self-reliance.”

Rabindranath Tagore believed that “the aim of education is self-realization. He himself was a poet and a saint, who had, through his imagination and insight, realized the universal soul in himself and in nature. He believed that this realization was the goal of education. Because the universal soul is the root of our own soul, man’s aim in life is to reach that universal soul of which all human beings are parts. The evolution of nature is consciously or unconsciously driving us towards this universal soul, a process that can be assisted by education. Even if it is not assisted, the progress towards the universal soul will continue, but then individuals will be deprived of self-realization. It is thus evident that Rabindranath educational philosophy is an adjunct of his general philosophy of life. He believed that every human being is one who has potentialities of progressing towards the Super human being, the universal soul. His conception of the universal soul bore clear imprint of the Gita and Upanishadic philosophical.”

According to Dewey, “the aim of education is the development of child’s powers and abilities. It is impossible to lay down any definite principle for a particular kind of development because this development will differ from one child to the next in conformity with the unique abilities of the individual. It is better, in Dewey’s opinion, to leave the question of educational objectives unanswered. In general, the aim of education is to create an atmosphere in which the child gets an opportunity to

be active in and contribute to the social awakening of the human race. For this reason, education must aim at creating social efficiency and skill.”

Maria Montessori expressed in her ‘The Secret of Childhood’ she affirms: ‘Our own method of education is characterized by the central importance that we attribute to the question of environment.’ It is well-known how our pedagogy considers the environment important as to make it the central point of the whole system.”

1.3.3. Types of Education

Education is an inclusive form and it is beyond the four walls of the classroom. Education can be gained through experiences not only from the school environment but also through experiential learning. There are three important types of education such as Formal, Informal and Non-formal. These types are described in detail as follows:

a. Formal education: Formal education is followed in the school education system. It is highly structured and designed considering the age factor of the child. It starts from primary level and continues till university level of education. It includes academic studies at school level and at institution level a variety of specific programs may be full time, part time or distant learning. This set up is an organized one along with guided program with a formal curriculum. It leads to formal completion of recognized course such as a completion of high school, diploma or a degree in specialized education. It is often teacher guided and even mostly recognized by the Government Institution. Teachers are professionally trained to teach the children.

b. Informal education: Informal Education is the actually lifelong process in every individual is a student and gains attitude, values, skills and knowledge from everyday experiences. It is based on the impact and resources are connected to the environment such as family, neighborhood, work, play, mass media and different places. It is based on learning activities which are on voluntary basis through independent learning style along with lifelong experiences and with self-motivated. The activities are focused on inquisitiveness, exploration, manipulation and social interaction. It may occur in school set up or may not be seen in it. It is visual based and an experimental learning through inspired activities. The informal learning experiences is for a sense of

enjoyment and enhances understanding of concepts, topics even process of scientific thinking and have improved knowledge to build different career opportunities.

c. Non-formal education: Non- formal education is learning things by doing an educational activity or known as activity based learning. It is could be similar to informal education only it includes activity and guide in passive role. In this type, education needs to be catered by a qualified teacher or a leader with efficient experiences. It is extremely inspiring and builds a correlation between individual skills and its capacities. The learner is more participative in this type of learning.

1.3.4. Traditional education: An Introduction

Traditional education system means ancient system of education. It was considered that imparting education is more important than evaluation. Evaluation was done on practical oriented basis. In the traditional education, the relationship was given a prior importance that between the guru and the students. There was one way communication skills in imbibing education to the students in a best possible way. The student had to reside at guru's place till the completion of their education leaving apart from their parents. It uses to make a real sense of learning in best possible way. It was having restrictive environment at times and there was no such technologies developed to learning to visual way.

a. History of Traditional Education

In prehistoric period that is time of Vedic period, the education system was focused on the Vedas and Purnas after that it was texts and scriptures of Hindu culture. It was important to has proper pronunciation and reading of the Vedas. The rule of sacrifice was followed and considering the secret of nature through grammar. There was a systematic way of thinking that includes logical thinking, Science and skill based education. Vedas believed in herbal medicines for different circumstances or diseases which include fever, cough, baldness, snakebites and other illnesses. The students had to follow the Bramacharya and their the principal duty was Vedic study,. They devoted their life to teacher and in service of the teacher which includes purity of complete body & mind.

b. Global Scenario of Traditional Education System

Due to globalization lot of changes happened on and around the world especially in our education system. Technology emerged and wide changes happened in our education system. Due to wide spread of globalization, the education became

techno savvy. It got widely spread and different streams emerged. Lot of opportunities increased but on the other hand competition and challenges of survival also increased. Education system became huge and wide developments happened in this sector. The global view point of education changed. The laptops and computer usage increased comparatively and drastically rather than paper pencil work. The human beings work was taken over by the machines. On another hand, human beings started becoming jobless at times and machines started working all throughout. The societal pressures got increased suddenly. There were pros of getting in new technologies but on another the hand human man power got decreased.

1.3.5. An overview of the modern school education system in India

There was structured discipline in earlier period. Ancient period was moreover focused on learning things by doing or following value based traditions. The values were in deep respect but due highly developed society values remain stagnant and lot of foreign culture was started giving its impact. The way and standard of living changed of a human being. The quality that needs to be imparted in children also has focus on values but the ways to impart the qualities differ due to these changes that have emerged.

Self discipline is an integral quality in developing personal as well as social life of the individual in respect to laws, rules and choices. We need to appreciate and accept that prehistoric education system has played a foremost role in developing an understanding about their roles and responsibilities. It helped to discipline the social life in organized way. It is important to consider that role of environment and discipline cannot be only imparted by speeches. The speeches can be integral source to develop awareness and build the moral behaviour, discipline and character. It can be learned through imitation and trial and error method in better means. There would be variation in the contemporary education system at all level such as primary, middle and secondary school across different states. State government needs to give prime importance to education. In the public schools, teaching is focused on regional language as first language and English as second language. Private schools introduce English as a primary language.

The Constitution of India offers free and compulsory education for all children up to the age of 14 years. Government has noticed lot of changes in the participation of the child in school activities which has huge investments. State Government has

generally achieved success in the school education system. National Policy of Education played a most important function through Government of India. The final goal of Sarva Shikshan Abhiyan was to have education all the children. It focuses on literacy rather than primary education on the basis of goals, gender fairness and excellence in concerns. The perspective behing it was to increase and improve education facilities for children. It ensures that all children especially girls and children with low socio-economic status and those should have access to and complete free and compulsory primary education with a good quality. It also makes sure that the knowledge is required for all children as well as adults are met in a reasonable way with suitable learning and life skills programs. Literacy program especially for women is important. The focus is on getting good quality of education for girls. Excelling and improving education gives measurable learning outcomes with essential life skills.

Education for all conveys the importance to achieve the international limits. The Constitutional Amendment has declared education in the age group 6 yrs to 14 yrs as an elementary education which is a fundamental right and universal at all stages. The nation is taking the step forward on improving the legislation and accomplishing the educational rights. The education is focused on different perspective and persistently to deliver. This education should be more focused on practical education. After the Independence in India on 1947, Maulana Azad was the India's first education minister who visualized a strong Central Government to manage education for all and develop a uniform educational system.

The central government of India formed the National Policy on Education (NPE). The Government initiated with different actions starting with District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA). It was only India's initiative for Education for All. It gave importance for women's education through different discipline.

1.3.6. Education in India

Education is important part in India and it has shown remarkable development in India with a perspective to have Education for All. While understanding the achievement, there were different programs that started a step forward to have Education for All. The policies and programs started with the hard work of Government of India, State Government and Union Territories.

- a. **Early Childhood Care and Education** - Early Childhood Care and Education (ECCE) programs provided non-formal education to the children from age group 3 to 6 yrs old. Considering this thoughts, the Anganwadi Centres were established under the Integrated Child Development Services (ICDS) Scheme to focus more on preschool education. It helps the children to develop interest in learning through play way method. The learning needs to be experiential are stretched at this level.
- b. **Universalisation of Elementary Education** - Sarva Shikshan Abhiyan (SSA) is an important programme to have universalization of primary education. The main motive of this program is to have all children in schools, bridging all gender gaps, universal preservation and good quality of education.

“During the period 2000-01 to 2013-14, the number of primary schools has increased from 638,738 to 858,916 schools while the number of schools imparting upper primary education increased from 206,269 to 589,796. The enrolment in primary education during the period 2000-01 to 2013-14 has increased by 18.6 million (from 113.8 million to 132.4 million) and the enrolment in upper primary education has increased by 23.7 million (from 42.8 million to 66.5 million). The NER in primary education has improved to about 88.1 per cent in 2013-14. The relatively lower level of NERs in upper primary and secondary education continue to a cause for concern. The NERs, however, vary widely among States/UTs. There has been substantial increase in enrolment in elementary education of children from disadvantaged population groups such as Scheduled Castes (SC) and Scheduled Tribes (ST), children belonging to minority communities and Children with Special Needs (CWSN). Between 2000-01 and 2013-14, the GER in primary education for SC children has increased from 96.8 per cent to 113 per cent, while the GER in upper primary education increased from 65.3 per cent to 98.3 per cent. The GER for ST children in primary education has increased by 12.1 percentage points while the GER in upper primary education has increased by 31.1 percentage points during the period 2000-01 to 2013-14. The number of Muslim children enrolled as percentage of total enrolment in elementary education was 13.7 per cent in 2013-14. The total coverage of CWSN in elementary education in 2013-14 was 2.6 million. Progress towards universal retention: Available data relating to drop-out rates indicate that during the period 2000-01 to 2008-09, the over-all drop-out rate for Classes I-V declined by 15.8

percentage points. The drop-out rate for Classes I-VIII has declined by 11.4 percentage points during this period. There has been a steady decline in dropout rates in primary education since 2009-10. Between 2009-10 and 2012-13, the annual average drop-out rate in primary education declined from 9.1 per cent to 4.7 per cent. The dropout rate, though declining from year to year, still remains a major challenge. The transition rate right from primary to upper primary stage increased from 81.1 per cent in 2007-08 to 89.6 per cent in 2012-13.” (www.educationforallindia.com)

1.3.7. Convention on Rights of the Child

Initially children were not categorized as an independent category up till 18th century. Legislation had not focused with this period that is childhood as needs of special measures and protection. The anthropological category of child was not considered and so children were not considered. In the 20th century, the concept of children’s rights was emerged. The focus was completely changed from welfare to rights. Rights are entitled with implications of obligations and goals. The rights were categorized as United Nations Convention on the Rights of the Child (CRC) in 1989 that became a landmark of human rights into legislation.

According to Article 1 of the CRC, “a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier”. The Article thus grants individual countries the discretion to determine by law whether childhood ceases at 12, 14, 16 or whatever age is found appropriate. A child domiciled in India attains majority at the age of 18. But there are several grey areas in the law here. Under the child rights regulations, For instance, a child is a person under 14years.

1.3.8. Importance of Learning in Education

It is easy to expect from children but difficult to understand their role in learning. Learning is a vague term which needs to lot of efforts to understand and imbibe it in ourselves. Usually the term 'learning' all the time in daily life but within the field of educational psychology, the term learning is in reality a precise expression. Different individual make use of dissimilar words to define learning within educational psychology but the broad term talk about a step-by-step process in which an individual experiences everlasting changes in knowledge, mannerism or ways of dealing out with the world. While considering the field of educational psychology it important to understand different types of learning.

1.3.9. Learning

Learning happens through perseverance and observations. Educational psychology focuses on education a lot that defines learning as observational that is learning by doing things. It can be also called as observational learning. It also happens through watching the way others live and understanding different behavior pattern. Observational learning is learning through natural way that understands things that happens around us. Along with observation psychology also believes that intellectual or cognitive techniques to learn things it important that is using your brain and logic to learn things. Only observation can be worked if we are not able to put our logical thoughts to it therefore it believed that cognitive learning is essential. It involves learning through energetic way and productive thinking and learning processes. It requires lot of practice even using memory. The process of learning has comes from the objective that is based on activity or behaviour. It is cognitive process which involves meaning to internal thoughts.

The psychologist believed that learning happens through conditioning. If every day we get same instructions then with trial and error method we learn things better. It has been identified that there are two types of conditioning. The one is classical conditioning that has learning in a connection to particular object from the environment with a trial and error method to upcoming tasks. The classical conditioning concept has been invented by the Russian scientist Pavlov. He uses to train his dogs that when each time the bell rings then he would provide them food. Eventually, the dogs started to salivate with expectation food when each and every time he heard the bell ringing. Consequently, classical conditioning is that we react to environmental conditions. It gives us a clear thought about upcoming act. The other type of conditioning is called operant conditioning. In this type, an individual become skilled in his or her behaviour that is followed by a reward or punishment. Generally, an individual prefers a behaviour which is headed towards rewards rather than going to a punishment.

Educational psychology talks about the differences in learning as an individual versus a group of individuals. It could be called as cooperative learning. Different environment and precise classroom conditions boost cooperative learning especially when children have to work on projects. Certain would be comfortable with individual learning and others may be comfortable with group of people along with them.

1.3.10. Types of Learning Styles

Each one of us is unique and learns in a unique way. Before teaching any child it is important to understand his or her learning style. In case of learning concerns, it is very important to understand the learning style of the child so that we should be able to help the child according at faster space. Some of them learn by hearing, seeing, doing, etc... basically we all use of our senses to learn to the utmost. We need understand the core learning style of our child to help him or her by better means. Core learning style is the one which we use majorly that doesn't mean that we do not use other learning style. We use all learning style with some or the other difference. Some children may learn better with auditory skills than visual skills but they may learn through visual skills also by taking needful time. Few of them may prefer to learn in kinesthetic means that is by doing. It usually told that we can understand the learning style of person by giving them an activity of direction map. The way the child or person would explain the directional map can be said as his or her core learning style. Once, we know the child's learning style then it will enhance their learning skills.

1. Auditory Learning

Auditory learning means learning through hearing. It is said as can be old traditional teaching system. The teacher teaches in the class in a lecture method while teaching the students. It develops learning in children through adaptation of voice modulation and body language of the trainer or teacher while explaining the concept to the students. When the instruction or knowledge sharing is reachable through verbal conversation then it becomes easier for the child to learn.

2. Visual Learning

When the child understand concept through videos, pictures or teaching aids then it is called as visual learning style. They learn things better through drawing the diagrams, charts, pictures and written directions. The child would prefer for to-do lists, assignments and written notes. These areas of learning can also be use by the kinesthetic learners.

3. Kinesthetic Learning

Learning things by doing is the motive of the kinesthetic learners. They learn things better to the projects or activities. It is also observed that most of the school

children can do well through kinesthetic learning strategies such as touch, feel and experience through a hands on material. So if we assign lot of project based learning they can better in proactive way.

Especially at preprimary level, they learn through kinesthetic or tactile way that is by moving, touching and feeling the objects. At primary level children acquire the visual learning style in a better way with combination of kinesthetic learning style. It is also seen that especially males prefers to be kinesthetic and tactual learning style strengths throughout their lives. Kinesthetic learning style helps the large amount of individual in learning. Children get involved in activities such as science lab, drama presentation, skit, field trip, dance or other activity based actions. Education is slowly moving on hands-on experience as there are high numbers of kinesthetic learners with manipulative actions. It should be included in all the schools through physical education to language arts as a medium. Hands-on teaching techniques are coming up drastically towards identifying challenging activities through kinesthetic learning style even through variety of requirements of auditory and visual learning style.

1.3.11. The Right to Education Act and Learning Problems

Right to education is the act implemented for children to get free and compulsory education for children without any discrimination of caste, religion, race, etc... It was implemented on 1st of April 2010 in benefit of child of age group 6 yrs to 14 yrs. Government of India believed in the Right of Children to Free and Compulsory Education which conveys that education should be free and compulsory to all children. A Parliament Committee suggested including learning problems in definition of child with disability in the Right of Children to Free and Compulsory Education Amendment Bill 2010. The reason behind it was that only when learning problems is identified as disability then only they may get plenty of funds from Sarva Shikshan Abhiyan. It is the flagship program that can be accomplished under RTE Act. It can be easy for children with learning concerns. The funds can be used as resources to have a remedial or resource teacher and set up a resource room for the children in the regular classroom. In the rural areas and vernacular medium school even in Corporation schools, the children with learning problems remain unidentified due to unavailability of standardized psychological and educational tests. It is important to design the standardized psychological and educational tests in different languages that are in India so that it can be beneficial for children from vernacular

medium schools. Resources should be designed to start the undergraduate and postgraduate degree courses for the trainees to build as their career in remedial teaching and special education.

1.3.12. The Quality of Education Imparted

There should be a quality in the teaching learning methods to get the benefit of the educational needs to the learning difficulties children. Children usually face burden of studies with our present education system instead of learning. There are lot of debate and discussions going about the same. It has been told that the load of a school bag school be rigorously decreased and experiential learning needs to be increased consistently but it is not taking place. Children usually learn the subjects by rote learning method and teacher usually teach which perspective of exam so the real development essence of learning is getting vanished slowly. Children just follow the learn answer thoroughly without reading lessons. Language is a medium of communication through which we express our thoughts. It is medium of interaction and tool used for it is our speech. Language can be developed over the period of time with errors at initially stage. Children with low socio economic background usually lag in language as the learning environment is less at home but whereas they only learn through school environment. Due to rote learning methodology, teacher expects to answer the questions correctly with no grammatical errors so the child at times becomes less expressive and doesn't learn in joyful method. It is restricts the learning methodology.

Learning problems are majorly having concerns with language only they have more language concerns comparatively and hence there achieving level goes drastically. If we do not force these children to be grammatical correct or with no spelling errors then they can express themselves in much more better way. It is significant in case of these children to have higher development in functioning of brain like understanding of concepts, develop critical thinking, problem solving strategies and encouraging creativity. Few children understand its importance and put on extra efforts by themselves. They do understand the way the teacher teaches them but find it difficult to put their perception about the concept. The major reason is that the teacher only teaches through textbooks. Teachers focuses on learning grammar rather expression of thoughts and communication. Hence children stop expressing it. Children can score good marks in exam but cannot expression his feelings by

themselves. Communication should be linked to emotional growth and development which lacks in children with LD as syntax of language carries more marks. Moreover of the stretch is given on exam oriented learning rather than exponential learning. Then children gets easily drop out from schools due learning constraint. If teacher follows a good teaching methodology then these children also has capability to be achiever. Children would learn eventually in better way.

1.3.13. Guidelines to avail Concessions for the Students with Learning Disorders

a. Maharashtra Education Board

There are different schemes to have services for the students with learning problems needs to be circulated by the Maharashtra State Educational Board with consultation to Mumbai High Court. There is a scheme to find out testing device that will appropriately identify and give guidance to the students with learning disabilities which provides the facilities to organize and teach the ways to integrate students to the mainstream of education considering present education system. The ICSE, CBSE or SSC board also tries to know that it is vital to have a testing device for the students and prepare them so as to achieve success in board examination. Whilst granting such facilities, it is also necessary to exercise care to minimize the development of any inferiority complexes in such students or any feeling that they are less capable than other students.

Testing procedure: The process of any test is important to give appropriate help to the child. There should uniformity in the testing process that needs to be followed rigorously same all over around. There should be a committee of expert to check the device of standardized test for screening students who are not performing well at different level to identify the learning concerns of the children. It needs to be mandatory for school to follow the checklist for students from Std 3rd to std 5th. If teacher identifies certain symptoms of learning lines then with consultation with parents, the students should be referred for further examinations to a professionals in particular field such as pediatrician, neurologist, psychologist or special educator in the professional centre. In rural or remote areas, a pediatrician or general practitioner needs to be trained in assessing LD in further they can be referred to an expert for the diagnosis. The assessment fees needs to be charged from concern parents. The report provided by the experts needs to be submitted to the school and school would give it

the concern board as on required. The concerns need to be addressed to the School principal, teachers, the student and their parents. The principal shall convey the parents about the facilities that are provided free of cost. There should be independent register that needs to be maintained for the disabilities. Record book should be made with the child's yearly progress.

Facilities: There certain facilities allotted to the children with learning problems considering their concern and severity of the concern. Extra time facility for students from Std 1st to Std 10th of around 25% along with the normally allotted time is required to be given to the children with learning problems. Students from Std 1st to 9th should be given a facility of oral test along with written test for the evaluation. Final result should reflect the average marks of oral and written exams together. They can also get a help to have writer especially in case of dysgraphia for full paper or part of the paper. Even students can use typewriter to answer the papers. In the special room, the institution can provide the facilities typewriter, tables, chairs and seating arrangements for the candidates. In the case of a writer arrangement of writer should done by the parents or guardian with consultation of the institute. The writer should have skills to understand the language of the student but should not be directly concerned with teaching process. The writer can be student but at least should be one class lower than the student. The writer has to be clearly instructed that he or she should write the exact words narrated by the student. The undertaking is considered from the writer that he or she would not misuse the concession.

The board has declared that the examination centre for the students for board exam would be nearest to their place. The teachers or invigilators can read the questions to the students of std 1st to 9th but cannot explain the question in any form during the exams. Students from std 1st to std 9th with specific dyslexia or Dysgraphia can get language exemption for the languages other than English. They will attend all the teaching class but only exempted during exam for that particular subject. Regular Mathematics should be given to the students of Std 1st to Std 4th but the teacher should not focus on the reversals, erros or confusion in mathematical symbols. CBSE and ICSE have the option of dropping the Mathematics subject and take the other subject such as Music, etc... All schools actually should give this exemption. The school should teach the students lower level Mathematics or teach privately but the examination should be conducted by schools itself.

Students with learning disabilities should get exemption in spelling errors and content of the answer should be evaluated rather than syntax or structure of the written language or the spellings. Directional mistakes in maps of the subject of geography need to be considered. Errors in mathematical calculation arising out of writing numbers in the wrong order and emphasis should be laid and marks be awarded for the method employed by such students. Learning Disabilities students from Std 1 to 9 should be exempted from drawing figure, diagrams, charts, maps and graphs in written examinations. The marks should be given in such questions and sub-questions proportionately. On the other hand, supplementary question may be designed for children with learning problems. Learning disabilities students Std 1st to 9th who doesn't get passing marks they can be promoted with 20 marks grace instead of 15 in more than one subject. Printed writing can be permitted to the students with learning concerns. Students having auditory concerns can get a permission to use the tape recorder in the class. Students with learning disabilities cannot be forced to write long answers in homework or class work. They should be allowed to write the key points.

Children can avail the additional facilities after the appropriate diagnosis with the support of documentation and relevant test. They can also avail for the remedial facilities further. There can be recommendations given on the basis of generating awareness program for teachers/principals about identifying at risk LD students. Teachers should get trained with LD trained module. Education department should organize such training to create sensitization. Schools should formulate the committee of teachers and experts in this field to review the concerns of children. Children should undergo with required checkups such as health, medical and psychological tests. Children acquainted with vernacular languages should be provided with tests in their respective language. There should be uniformity in the testing process.

b. Central Board of Secondary Education, Delhi

There are certain concessions given by Central Government of Secondary Education, Delhi which gives exemption of Third Language in the examination. Depending on the severity of the concern, the writer can be provided and even one hour extra time can be allotted. Spastic, Dyslexic, visual difficulty or hearing difficulty children can be given an option to opt of one language. Children can also opt for another Language, Music, Painting and Home Science instead of Mathematics, Science, Social Science or Languages.

c. Maharashtra Government

There are different types of concessions provided by Maharashtra State Government for Children with Learning Disabilities right from Std 1st to std 12th. Due to the non-existence of a National policy, some schools deny to follow the guidelines. There is misconception that providing concessions make create a hurdle in the standard of achievement and create concerns for the parents. Our education system is not focusing on the child's potential but the focus is that the child should fit in the system. His or her potential is not given more importance but education is becoming system oriented. If there are any changes considering the flexibility then it becomes a challenge. Each child has a right to get education in spite of any caste, race, and financial background. Our system cannot directly analyze the strength and limitations of the child so they the conclusion should be avoided in concern with the capabilities. Our education system is rigid so the failure is of the system. With this thought process, Mumbai High Court intended to all the schools in Maharashtra State to follow the guidelines as per the criteria of LD.

1.3.14. Education for All

The learning problems may have biological, hereditary or environment origin but the treatments are given on educational perspective. Different initiatives are taken in education system but the problems of LD's and related issues are not addressed appropriately. Government of India felt an emerging need to have education for all children at it is their right but still many children are not getting benefits of education due to the academic failure or at times families financial concerns. Sarva Shikshan Abhiyan was launched by Government of India for Universalization of Elementary education that is compulsory education for children. It is essential include with child LD and special needs in the elementary education system. With researches it was found that the number of LD or special need is comparatively large in today's scenario. "The Ministry of Social Justice and Empowerment, which is a nodal Ministry for disability issues, estimates the number of children having special needs as 5 percent." (SSA, 2003) Understanding the difficulty perspective of learning difficulty the number cannot be accurate. SSA had included LD in the category of special needs. "The term children with special education needs, refers to all those children who are undergoing with different concerns such as that of vision, hearing, movement, learning, cerebral palsy or mental retardation" (SSA, 2003). To initiate

and implement the program manual has been designed for the education of children with special needs. SSA manual is designed in a comprehensive manner still there are loop holes about the clarity in concept and understanding of LD. The techniques and material implementation is not clearly defined in it. State Government is not aware and doesn't have a clear idea about the LD category.

In 2005, the National Curriculum Framework follows an inclusive curriculum with full participation of all children e.g. first generation learners, learning disabled, slow learners and children from SC and ST. The Government of India is actively involved in the project 'Education for All.' Inclusion of students in regular school set up is a significant concept in education policy. There are very good policies that need to be implemented. Different schemes have been launched in the welfare of exceptional individuals still there is lack of awareness about the facilities that they can avail. The process seems too lengthy and time consuming so people at times regret to avail it. Different NGOs concerned with this work on helping children and their parents in this complete process. Usually a letter regarding the concessions is circulated in different schools. Unfortunately, the awareness is lagging in the schools about the schemes that they can avail so the appropriate actions are not taken by the schools. Children need to be assessed through a certified clinical psychologist from the government hospitals. There are hundreds of children who are referred for the testing still it is noticed that parents are initially not completely convinced for the testing. A lot of importance is given on the documentation so appropriate benefits are not seen.

Awareness regarding LD needs to be created in the school set up and certification needs to be done by the educational psychologist. Legislation in India seems to have spirit about working on disabilities but lacking in implementation. It helps in removal of legal barrier but it is difficult to deal with social barriers. Legislation can help in setting the rights but the outcome may be more prejudiced than inclusive. The social attitude towards problems needs to be given a thought on it. Any disability is a human rights issue but it is viewed as charity. The approach regarding disabilities need to be changed.

The school authorities were initially not willing to this idea that exemption will work with the children who come across repeated academic failure. Government was supporting the mission but school authorities were not completely convinced. Due to academic failures, children would get dropouts from the schools. Schools teachers generally were sympathetic towards children but they were not readily ready

for the exemptions during exams. Multisensory teaching approach helps the children with learning problems learn it in proactive way. Our examination system makes integration a difficult task so the need of special schools emerged in upcoming years. With this change, special school can accommodate children with learning problems but actually children can cope up with mainstream schools with special efforts. Special schools are also easily giving admissions to the children from mainstream schools. Easily concessions are not available for these children hence children prefer to choose NIOS pattern.

1.3.15. The Role of National Institute of Open Schooling (NIOS)

Schools dealing with LD usually follows NIOS curriculum and create confidence among students to be successful. NIOS has a strong network of accredited institutions in academics and vocational board. It communicates with NGOs and other special schools that give better educational opportunities. Children with LD are usually perceived as slow learners and need to take admission in the NIOS as the regular school evaluation system fails to be choice of subjects. All children may not get benefits of NIOS as they come from underprivileged background. Individual teaching needs lot of human resources as it becomes highly impossible for formal education system. Many children gets dropout from schools due low socio economic status. Due to different reasons going to full time schools is difficult to many children. NIOS is now recommending new learning method at the school level.

The Department of Education under the Ministry of Human Resource Development, Government of India started the National Indian Open School (NOS) Under the Society in year 1989. A decade before this, the Central Board of Secondary Education (CBSE) had started first Open School in New Delhi in our country and with this establishment of the NIOS and the different schools collaborated with it.

a. Universalization in Education

Universalization in education is important National Indian Open School (NIOS). It has a greater impact on learning in leading to the development. Lot of characteristics is involved in the education system especially at school level. Open school provides an open forum for the children to complete the schooling. Children have a freedom to choose the subject and have a choice to appear for one or more paper in an examination considering their own abilities in specific subject. Concessions in the admission fees is given for girls, children those who have caste

certificates, handicapped children, ex-servicemen's children, etc... according to their allocation. Self learning material is focused and given to each and every student those who are part of this program. Academic curriculum and environmental learning with audio and video are available to give extra inputs. The NIOS gives Foundation Course which is equivalent to the standard of Secondary Certificate Course or Vocational Education course.

NIOS and CBSE syllabus has lot of similarities with each other in the curriculum pattern. The teaching learning resources are focused on self learning hence role of a teacher becomes passive observer. Lot of practical teaching is taken in the mandatory subjects. NIOS takes an initiative to take a feedback from the students, teachers and coordinators to have a successful implementation. There is also the Senior Secondary Course in NIOS which is more over applicable to more than 75 % universities or colleges. NIOS has taken an initiative to spread a word among different states about the open schooling notion all over India. State Open Schools is having a medium of instructions in the regional language such as English, Hindi and Urdu languages. There are many States which have vanished interest in starting the school with this syllabus. Lot of children are enrolled in NIOS have shown admirable growth in children.

The Award of Excellence is obtained to NIOS for Institutional Achievement in Distance Education organized by the Commonwealth of Learning. It helps the children who find otherwise difficult to achieve progress in education standard. NIOS helps to provide education for all people in the country which would give a way to develop awareness about education.

b. NGO and Other Initiatives

Most initiatives in the field of LD either have a special school or after school programs. They provide assessment or remedial services. The assessment services are provided by either a psychologist or developmental pediatrician or both. Sometimes a speech and language therapist or child psychiatrist is also involved in the process. As co-morbidity in LD children is obvious.

a. Alpha to Omega Learning Centre, Chennai

It is school for children with LD with full-fledged set up using innovative teaching methods including cognitive development programs. They focus on both academic and non-academic areas of development. The centre also runs many training courses and facilitates International seminars on education and learning.

b. The Nalanda Institute for Learning Disabilities, Mumbai

The Institute is running an independent Trust set up by School Net India Ltd. The students in the institute are encouraged to study vocational courses tailor-made that are set according to their needs. Institute motivates different teaching methods that help enhance the learning experience including Computer-aided instructions. It offers co-curricular activities which include cooking, art, craft and drama.

c. Maharashtra Dyslexia Association

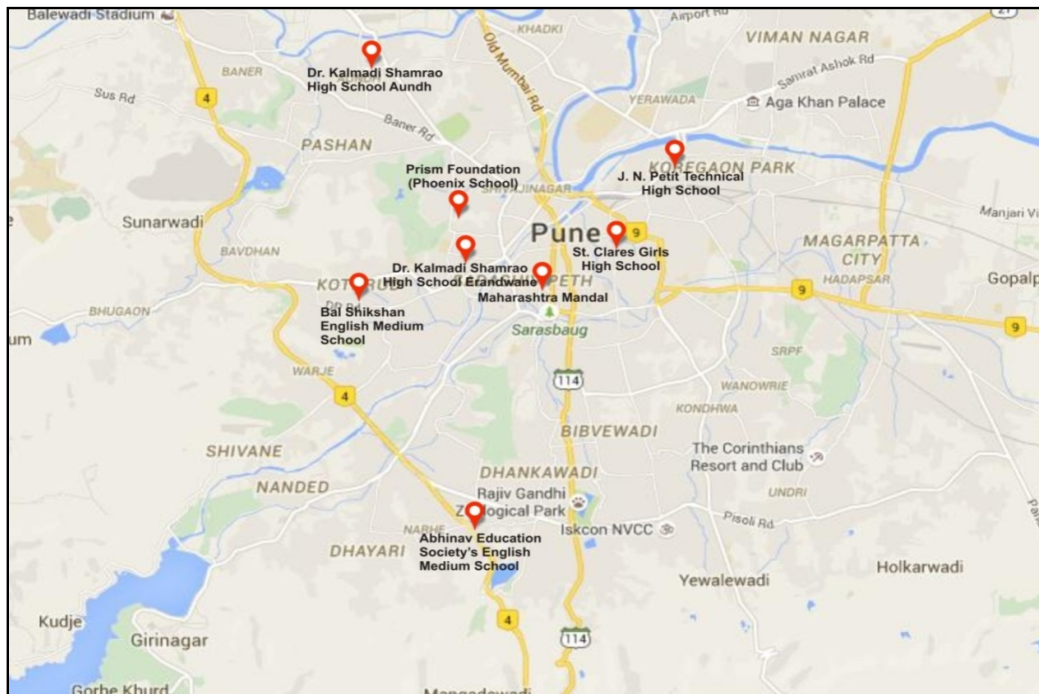
The Maharashtra Dyslexia Association (MDA) is a set up started in March 1996 with the perspective to develop better understanding in children with learning problems. The MDA is involved in persuading the education at every level and to make the system more empathetic to the special needs of dyslexic students. The association frequently discusses with the state examination boards, concerned ministries and the Bombay University. They run learning centers which gives assessment and remedial services to children after school hours.

d. Sangath NGO, Goa

It is an NGO working in the field of mental health helps the children to mainstream in the schools irrespective of their academic inability. It ensures learning in children, experience success and prevent school dropout. It recently is involved in giving best practices to mainstream the children in regular school by having flexibility in the curriculum and developing focused attention. The work is being supported by the Directorate of Education, Government of Goa.

1.4. Profile of Pune city and the school system

1.4.1 Pune City Map especially Study Area of the school



Map 1.1. Pune City Map especially the school dealt with as Study Area

1.4.2. Origin and history of Pune City

Pune is well known city also called as queen of Deccan as it has pleasing environment considering the chronological, collective, enriching and political significance. Pune is located in India on the world map and represented in Maharashtra City. It was known as Maratha Kingdom under rule of Shivaji Maharaj followed by Peshwas. Shivaji was a great eminent leader who is the son of the Courageous mother Jijabi and father Shahaji. The history of Pune City is well known by him and also called as the great king of Marathas. With his efforts and struggle, India was blessed with lot of forts which were conquered by him. His mother was source of inspiration for him.

Afterwards lot of leaders followed and fight for the independence. Mahatma Gandhi was a renowned leader who believed in non-violence that is fighting in peace. He also thought that having a war will just destroy people but through non-violence the opposition party would understand the perceptive precisely. Aga Khan Palace was built in 1938 in memory of Mahatma Gandhi. It is one of the medium where Mahatma Gandhi's monument is preserved in the form of ashes. There is lot of renowned places

in Pune city. It is a city of heart and well known for its education. Lokmanya Tilak, Maharshi Karve, Mahatma Phule, Savtribai Phule, Dr. Babasaheb Ambedkar were few of them imbibed the importance of education among the people and its importance. They believed that education could be used as tool for leading the country in positive aspect. People usually have lot of beliefs in God and its existence. There are many well known spiritual places in Pune such as Pataleswar Mandir, Dagdu Sheth Halwai Ganpati Temple. There are many sightseeing places in the city. Pune is source of wealth in city. Many rivers flow from different corners and boundaries of the city such as Mula, Mutha, Ganga, etc....

Leaders of different periods have ruled in this city. The city came into existence with thought of expression as Punya - a holy place. Pune was taken care by the Yadava family after the Rashtrakootas. Mughal monarch then ruled the capital till the middle of the seventeenth century. The city was admired with ascend of Maratha King Shivaji. After Shivaji, the Peshwas took over the rule and constructed Shanivarwada in the heart of Pune City. Peshwas also had great struggle with emperors.

Education is given a prime importance in the city so there are well known universities in Pune either Government recognised or Autonomous Universities. Pune University is one of the Government recognised University in Pune along with that there are many autonomous universities in Pune such as Tilak Maharashtra University, Shreemati Nathibai Damodar Thackersy University, Bharati Vidyapeeth University which runs different courses. It is a research based city so many of the researches have been conducted in this city. Education is source of learning and invention. The city has been acknowledged as a bench of education and the Deccan College (1851) led the enlightening the association in Pune. Later a lot of colleges were established progressively, the Deccan college, the college of Engineering, the Ferguson college, etc...

People of the city were having great thinker and inventor. The thought entrepreneurship came into existence slowly the Textile Mill was constructed in 1893 by Raja Bahadur Motilal Pittie. The city was in the 7th in the position manufacturing metro of India that time. In fact, Kothrud has got an attainment of a place in the Guinness book of world record for having the fastest urban expansion pace. In olden times and cultural life is subjective by Lokamanya Bal Gangadhar Tilak and his other contemporaries V. K.Chiplunkar, M.B. Namjoshi, G.G.Agarkar, N.C. Kelkar, N.C.

Kelkar, Prin. V.S.Apte and other enormous personalities like M.G.Ranade, Jotiba Phule, G.K.Gokhale, Lokhitvadi, R.G.Bhandarkar started a lot of activities.

In that time, Lokmanya B.G. Tilak played a key role in developing education system and developing the work structure more efficiently. He started with two newspapers that Kesari and Maratha in year 1881. The purpose was to develop reading habit in the people. He also started created Fergusson College in 1885 and New English School in 1880. He also started Ganesh Festival and Shivjayanti festival to bring the society collectively so the time from 1880 to 1920 is known as the Tilak time in the past of Pune City and after his loss a range of well-known organizations were confirmed in Pune. A number of them are Tilak Samark Mandir, Tilak Maharashtra Vidyapeeth, Tilak Sculpture at Mandal, Tilak Swimming Tank, Tilak College of Education, Tilak Road. After the demise of Lokmanya Tilak, Mahatma Gandhi took over All India Leadership. Political growth was developed simultaneously in Pune. The Parliament bodies were developed such as Rajya Sabha and Lok Sabha.

1.4.3. Pune in Independence Period

After India got Independence, the constitution was formed and lot of changes happened in Indian ruling system. There was lots of development in Pune such as the foundation of the National Defence Academy next to Khadakwasla, National Chemical Laboratory by the side of Pashan. Pune is also known as the head office of the Southern Command of the Indian Army. Manufacturing development was in progress in Hadapsar, Bhosari, Pimpri, and Parvati. Telco also known as Tata Motors was started. Pune was known as Pensioners Paradise since numerous government bureaucrats, civil engineers and army people preferred to stay in Pune after Independence.

1.4.4. Geography of Pune City

Pune is situated 560 m (1,840 ft) on top of ocean height on the western border of the Deccan flat terrain. It is on the area of the Sahyadri Mountain Range and has a structure barrier from the Arabian Sea. It is also known as mountainous town with its uppermost part known as Vetal Hill which is growing upto 800 m (2,600 ft) higher than sea level. The temperature of Pune lies mostly from 18 degrees 32 minutes north and in east region from 70 to 75 degrees. Its height is 559 metres above from sea

level. Pune city has an extremely pleasing environment. It usually deceits between 18° alongwith 32" in North latitude and 73° alongwith 51" in East longitude.

Central Pune is flows together from Mula and Mutha Rivers. The Pavana as well as Indrayani Rivers and stream of the Bhima River cross the northwestern suburbs of urban Pune. Pune is located near extremely near the Koyan Dam region as regards 100 km (62 mi) south of the city. Pune has skilled a number of reasonable and numerous low-intensity tremor in its past.

1.4.5. Location and Population in Pune

Pune District is located in Maharashtra, State of India and the city is the region center of operations. According to the census on 2011, the population of the area was 9,426,959 including the crowded district in India. Urban living people consist of 58.08% of the entire population. It reflects that majority of our population lives in urban cities. The current population of Pune is over than 5 million. Pune region covers 14 talukas & 13 Panchayat Samitis. There are on an average 1,866 villages in the area. The street length of Pune district is 13,642 kms. Regular rainfall in the locality is around 600 to 700 mms. Pimpri-Chinchwad area is situated at the West of Pune metropolitan city touching to the Pune-Mumbai National highway. The Pimpri Chinchwad Corporation covers the region of Akurdi, Pimpri, Chinchwad and Bhosari and this area is known as industrial zone as many industries are located here and are also called as MIDC area.

1.4.6. Climate of Pune

There are five seasons usually occurs in India. They are rainy season (June to Sept), Autumn (Sept to Oct), winter season (Nov to Feb), Spring season (Feb to April) and Summer Season (March to May). Each season has its own significance and the environment changes accordingly. People wear different clothes and eat different food items according to different seasons. The temperature varies according to the seasons. The position of earth during revolution depicts different season and different temperature in different parts of the countries accordingly. In rainy season, lot of rainfall happens so relatively the temperature is cold. In the autumn season, the temperature is humid as sometimes it rains and sometimes it is hot. During spring falls, there are warm days and enjoyable nights. In the summers is relatively pleasant starting from early April to late May. It usually has hot days and warm nights. The

city of Pune covers over 138 square kilometers with approximately 40 % of area under the greenery. The population here is around 5 million. Marathi is mother tongue of most of the crowd and Hindi is known as national language. English is widely spoken and understood language. Gujarati and other Indian languages are also used by the mostly multi-ethnic people around. Hence the city is also well known as Unity in Diversity city.

1.4.7. Transportation in Pune

a. Roadway

Pune city is situated in the west of India, in the state of Maharashtra and is approximately 160 km east of Mumbai. The city includes around 3 miles all along a river. Pune city was surrounded only upto the heart of a city and other areas developed later on. Slowly the city started expanding and there were many roads built up around the central portion of the city. Travelling from one place to another place became easy due to roads. With emerging of roads, the roadways came into existence. After lot of invention, different types of vehicles came into existence. Pune was connected to national highways later on.

b. Railway

Along with the roadways, the railways are also the important means of transport which is used by majority of public. The Pune Districts two foremost junctions are Pune Junction and Daund Junction. All railway lines through Pune run on binary tracks. Railway is usually used by public to travel on far places and it is a means of transport which is comparatively cheap and faster than roadways. Pune railway station is main station in Pune city and there are different local and passengers travels from this station on daily basis.

c. Air Services

Pune Airport is situated at Lohegaon and operated by the Airport Authority of India. It shares its ways with the neighboring Indian Air Force base. This airport has international direct flights only to Dubai and Frankfurt.

1.4.8. Culture of Pune

In Pune city, people from varied culture stays together so it is not as the diverse city with united culture. Most of the people speak Marathi language. The culture of Pune has traditional Maharashtrian lifestyle that is common in the heart of the city. Individuals from the various religions communicate in different regional

languages which are located on and around. It also celebrates different national and cultural events and festivals together. There is a huge number of student's population in Pune so there are many youth festivals celebrated here. There are many historical and learning based places in Pune city.

1.4.9. Pune - Smart City

1. Physical Infrastructure

Pune city is known as Smart city due to upcoming new technologies built in the infrastructure by making optimum use of present infrastructure. This structure has constant values of metropolitan and universal development. The physical infrastructure element includes firm infrastructure schemes of transportation & water facilities in daily living.

2. Affordable Housing

Around 40% percent of population in Pune city has deprived strata. People contribute some part of their income widely for the economic growth of the city in the form of tax. The local taxes are paid for the goods and services that purchased in the city. When the basic needs are considered then shelter becomes a primary important source for the common people.

3. Customer Care

Customer care is facility for the common people when they have any kind of difficulties to register their complaints, enquiries, billing information and payment etc... People can asks the doubts and get information through this medium regarding the telephone services, gas facilities, or any other such facilities which they are avails. There are individuals trained to help the common people through this medium of Customer Care.

4. River Water Cleaning

The city of Pune is located on the flowing together of river Mula and Mutha. The water is usually used in for domestic or industrial purposes and which becomes unclean after used. There river water cleaning project is important source as waste water, garbage removal and open defecation on the banks which are the main reasons of pollution in the rivers. So river cleaning has become essential.

5. Transit Hub

The public transportation facility is poor in Pune city so hence they will soon have well-designed with Metro, BRT's, Feeder system, etc... The transit hub will

putforth the public transportation services smoother intermodal boundaries and travel way association and there are chances to have easy way of transportation.

1.4.10. PMPML

In the year 1940, Pune Nagarpalika decided to establish a bus service to supply the need of all people of Pune city. This the Tonga system affected and then the Tonga running people went on strike during that time. Then the RTO gave permission to Pune Nagarpalika to run the bus service in Pune city area so different buses were started considering different routes as a medium of travel. The Pune Nagarpalika was created into a corporation as Pune Municipal Corporation which was well-known for a short period and bus services were started under the name as Pune Municipal Transport (PMT).

Initially, the buses were of small size with a seating capacity of only 14 and standing was not allowed. Slowly the seating capacities of bus were increased. The chagres initially were started from paise and gradually into rupees. Now lot of IT and BRT facilities have developed gradually.

1.4.11. Education in Pune

Pune is well-known for its eminent education system. Pandit Jawarlal Nehru, the first Prime Minister of named Pune as 'The Oxford of the east'. Pune's education system attracts students from all over the world. Schools in Pune are either run by the Pune Municipal Corporation slowly public schools and private schools developed. Private English Medium Schools has become important source for the parents as they provide better facilities for the students. Marathi Medium Schools are old but famous for the cultural background and good source of develop skills in Marathi communication. All schools are affiliated either with the Maharashtra State Board (SSC) or All-India Indian Certificate of Secondary Education (ICSE) or Central Board (CBSE) or National Institute of Open School (NIOS). People choose the schools considering their interest and financial affordability.

1. 4.12. Different Educational Board

1. Central Board Secondary Education (CBSE) -It is designed by Delhi Board of Secondary Education and Central Board and therefore all Delhi Board has to flow the norms of Central Board curriculum. Majorly these all the schools are located in

the Union Territory of Chandigarh, Andaman and Nicobar Island, Arunachal Pradesh, the State of Sikkim, Jharkhand, Uttaranchal and Chhattisgarh. 309 schools were started in year 1962 now en-number of CBSE schools are developed all over the world those who are having CBSE pattern of curriculum. CBSE has curriculum based on innovative learning and practical based learning.

2. Maharashtra State Board of Secondary & Higher Secondary Education, Pune (MSBSHSE or SSC) - Maharashtra State Secondary and Higher Secondary Education Act, 1965 under the Maharashtra State Board of Secondary and Higher Secondary Education and the nine regional boards have been recognized inn SSC Board curriculum. In the accordance of section 18 of this Act, rights and responsibility of the State Board has been fixed.

3. The International Baccalaureate (IB) - The IB board was established in 1968 which is non-profit educational foundation. It offers four highly respected programs of international education that develops the overall skills which are required to grow and discover with a fast globalizing world. Schools should be certified with IB organization then only they can offer these programs. The fees of IB are higher as they have high standards of teaching. The educational management and achievement of the students is at high level. This set up works with the schools, government sectors and international organizations to develop challenging activities of international schooling and rigorous assessment.

4. Indian Certificate of Secondary Education (ICSE) - The Indian Certificate of Secondary Education (ICSE) is an assessment skilled by the Council for the Indian School Certificate examinations. It is a private, non-governmental board of school in India. Considering universal education pattern for 10th Std with the suggestions of the New Education Policy, 1986 established in India. The Medium of communication is in English. It was allied to the French Board of Examination before 1986. This assessment permits secure appropriate representation of the responsible schools by the Government in their states or territories. Individual students cannot appear for this examination.

5. International General Certificate of Secondary Education (IGCSE) - The International General Certificate of Secondary Education (IGCSE) has an English Language syllabus offered to the students and trains them for IB board. The IGCSE was designed by University of Cambridge which follows International examination system. This examination board follows books of its own publication, the

International GCSE and children begin to gain knowledge of the syllabus from the age of 10 years and take the test after a year that is at the end of 11 years. This is an international option which follows many well-known national curriculum structures. This education system believes that it is not a collection of awards or certificates of education. It is an ability based learning and assessment about particular subject of study that also means getting knowledge at a glance.

6. National Institute of Open Schooling (NIOS) – It is a schooling which helps children with learning concerns which gives an options which learning the subjects. It was initially known as National Open School (NOS) when it was started in November, 1989 as an autonomous organization in pursuance of National Policy on Education 1986 by the Ministry of Human Resource Development (MHRD), Government of India. NIOS offers number of vocational, life skills and public oriented courses beside regular academic courses at Secondary and Senior Secondary level. It also offers Elementary level Courses through its Open Basic Education Programs (OBE). Government of India during a gazette declaration conveyed that this pattern has an authority to evaluate and certify students. They are catering with it up to pre-degree level courses whether academics, technical or vocational learning. The vision of the board is inclusive learning with worldwide recommendation and flexible access to quality school education along with skill development programs.

1. 4.13. SCHOOLS COVERED AS A STUDY AREA

1. Dr. Kalmadi Shamrao High School (Ganeshnagar and Aundh) - The school was founded in 1963 with only 35 students and one Kannada Medium School, today it known as Kaveri Group of Institutes run by two English Medium Schools offering education right from pre-primary till Std. X, a Kannada Medium High School offering High School Education to poor and needy children for Kannada speaking crowd, a Junior College along with a Senior College for the undergraduates and post-graduates students. They believe in providing student focused education and have always taken into consideration the upcoming needs of students and technological changes in their pace, giving the most recent and top amenities to the students. There are different initiatives that includes in the Kaveri Gifted Education Centre which caters to the special needs of Gifted children, Kaveri Kalakshetra is also an cultural association which aims to encourage the arts with individual focus on the school children and today's youth. Kaveri Counselling Centre which provides

wholesome counselling services for their institutes as well as those who needs outside it. Last but not least, Kaveri Child Nurture Centre has a complete day care center.

2. **Phoenix School (Prism Foundation)** - The school has a vision is to imbibe education and train the students for international standard to special children based on the idea of Multiple Intelligences by generating some branches prepared with most contemporary teaching methodology, teaching-aids, development independent, secure and loving ambiance, aiming at complete health as well as vocational growth and development even maintaining the highest level of eminence management. In the Phoenix School, it is observed, diagnose and assist the children who have learning concerns. An Individual Educational Plan (IEP) is designed for each and every child after classroom observation and after proper psychological testing. Overall observation is completed for a complete month to accompaniment the testing. The IEP is modified each and every time by the teacher that is observed and identified with the need for a required change. The importance is on seeing previous, present environment of the children and accordingly future plan is designed. Consciously judgment about the child is avoided. The children moreover appear for their 10th Std exam under the SSC Board or National Institute of Open Schooling (NIOS) depending upon their ability. Phoenix School has overall strength ranging from 150 to 250 children at the most. They focus on discovering the strong points about the child instead of stressing on the weaknesses.
3. **Balshikshan Vidya Mandir School** – It attempts towards continuous development so as to develop academic quality, foster and scientific approach to increase team spirit and create environment understanding among the children. Thus enable them to lead a meaningful life while helping the needy. They endeavor towards frequent development of the Quality Management System to achieve this goal by upgrading various skills of teacher educators.
4. **Abhinav English Medium School** - The Abhinav Campus at Narhe consist of 5 acres out of that 2 acres is assigned to Abhinav English School (CBSE). The magnificent building includes ventilated classrooms, equipped labs, multipurpose hall, recreational centre, learning resource center, vast play ground and other required facilities for the students. Mission of the school is having a caring and optimistic environment which provides education to empower our students to identify and use their full potential, to achieve individual standards of academic task

as well as in supportive areas of overall development, inculcating civic as well as human values. Vision – “Illuminating the future with Pride and Excellence Here the ability to effectively tap into one’s own internal resources is created and the belief in the unique and strongly rooted.”

5. **J. N. Petit Technical School** - The School was established by Late Mr. Nusserwanjee Maneckjee Petit in September 1888 in the memory of his son, Late Jamshedjee Nusserwanjee Petit. The school was started in their own premises at Lal Baug, Mumbai. It was transferred to the Pune campus in 1948 as strength of boys increased. Initially it was opened to all caste people but due to rising demand the admissions was opened to all castes, creed and religions as day-scholars. The school offers hostel facilities to Parsi students only. The school is located in one of the selected area of Pune on a spacious site of 17 acres. The school building has four floor with multifaceted with spacious classrooms, laboratories, etc... "The aim of education should be to teach us rather how to think, than what to think--rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of other men."

6. **St. Clare’s Girls High School** – It is a convent school explicitly for girls. The basic motto of the school is to motivate the girls in getting education through English Medium School. School is working under Christian Missionary and affiliated to Maharashtra State Board Syllabus. Boys School is named as Ornella’s Boys School. St. Clare’s School has Std from LKG to Std 10th. The School is located near Nana Peth. The School has very good background of sports especially for Hockey and Football. There is highly qualified teaching staff and remediation facility through Morris Foundation is also undertaken by the School. The School has School Counsellor for counselling the children and parents. Academic Syllabus followed by School is of Maharashtra State Board Syllabus.

7. **Maharashtra Mandal English Medium School** - Maharashtra Mandal English Medium School is run by Damle Prashala. It’s an English Medium School who follows Maharashtra State Board Syllabus. The School has Highly Qualified Staff. It also has School Counsellor and Remedial Facility at School. The School has Std LKG to Std10th and it is coed School. The School has ample play ground and spacious classroom. The School was started in memory of Captian Shivrampanth Damle. The school has strength of around 1200 children including both boys and girls. The School is situated at Tilak Road and another branch at Gultkedi.

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